

GURU KASHI UNIVERSITY



Bachelor of Arts in Education (B.A. B.Ed.)

Session: 2025-26
Faculty of Education

GRADUATES ATTRIBUTE

The graduates will establish a solid grounding in both the arts and education, showcasing proficiency in at least one artistic discipline alongside their educational expertise; seamlessly integrate artistic principles, methods, and approaches into their teaching practice, nurturing creativity and fostering comprehensive development in learners.

THE PROGRAM LEARNING OUTCOMES

1. Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
2. Identify, formulate, review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
3. Design solutions for complex teacher education problems and solutions that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. Create, select, and apply appropriate techniques, resources, and modern techniques, approaches and IT tools including prediction and modeling to complex teacher education activities with an understanding of the limitations.
5. Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the teacher education practice.
6. Understand the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
7. Communicate effectively through developing 21st century skills to accept the present challenges in the field of education and employment.
8. Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Program Structure

SEMESTER-1 st									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext	Total Marks
BAD101	Childhood and Growing Up	Core	4	0	0	4	30	70	100
BAD118	General English	Compulsory Foundation	3	0	0	3	25	50	75
BAD119	General Hindi	General Elective	2	0	0	2	15	35	50
BAD120	General Punjabi								
Discipline Elective Courses									
xxx	Discipline Elective Course-I (G1)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-II (G2)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-III (G2)	Discipline Elective	3	0	0	3	25	50	75
BAD127	Application of ICT in Education	Skill Based	0	0	4	2	15	35	50
Total			18	0	4	20	160	340	500

Group 1 - Discipline Elective courses (Select any one of the following)

Course Code	Courses Title
BAD105	English Literature-I
BAD106	Punjabi Literature-I
BAD107	Hindi Literature-I

Group 2 - Discipline Elective courses (Select any two of the following)

BAD122	Political Science-I (Principal of Political Theory)
BAD123	History-I (Ancient History)
BAD124	Sociology –I (Basic Concepts of Sociology)
BAD125	Economics-I (Micro Economics)
BAD126	Mathematics-I (Matrices and Coordinate Geometry)

Semester 2 nd									
Course Code	Course Title	Type of Course	L	T	P	Cre dits	Int.	Ext	Tot al Mar ks
BAD219	Learning & Teaching	Core	4	0	0	4	30	70	100
BAD220	General English	Compulsory Foundation	3	0	0	3	25	50	75
BAD221	General Hindi	General Elective	2	0	0	2	15	35	50
BAD222	General Punjabi								
Discipline Elective Courses									
xxx	Discipline Elective Course-I (G1)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-II (G2)		3	0	0	3	25	50	75
xxx	Discipline Elective Course-III (G2)		3	0	0	3	25	50	75
Value Added Courses									
BAD223	Development of Educational system in India	VAC	2	0	0	2	15	35	50
BAD299	XXX	MOOC	0	0	0	2	15	35	50
Total			20	0	0	22	175	375	550

Group 1 - Discipline Elective courses (Select any one of the following)	
Course Code	Courses Title
BAD206	English Literature-II
BAD207	Punjabi Literature-II
BAD208	Hindi Literature-II

Group 2 - Discipline Elective courses (Select any two of the following)	
BAD224	Political Science-II (Modern Political Theory)
BAD225	History-II (History of Medieval India)
BAD226	Sociology –II (Sociological Interactions and Processes)
BAD227	Economics-II (Indian Economy and Industry)
BAD228	Mathematics-II (Calculus and Differential Equations)

Semester 3 rd									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext	Total Marks
BAD301	Contemporary India & Education	Core	4	0	0	4	30	70	100
BAD315	General English	Compulsory Foundation	3	0	0	3	25	50	75
BAD316	General Hindi	General Elective	2	0	0	2	15	35	50
BAD317	General Punjabi								
Discipline Elective Courses									
xxx	Discipline Elective Course-I (G1)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-II (G2)		3	0	0	3	25	50	75
xxx	Discipline Elective Course-III (G2)		3	0	0	3	25	50	75
BAD399	XXX	MOOC	0	0	0	2	15	35	50
Inter Disciplinary Course									
xxx	xxx	ID	2	0	0	2	15	35	50
	Total		20	0	0	22	175	375	550
Inter Disciplinary Course (For other Departments)									
OEC060	Sustainable Educational Practices	ID	2	0	0	2			

Group 1 - Discipline Elective courses (Select any one of the following)	
Course Code	Courses Title
BAD305	English Literature-III
BAD306	Punjabi Literature-III
BAD307	Hindi Literature-III

Group 2 - Discipline Elective courses (Select any two of the following)	
BAD319	Political Science-III (Introduction of the Constitution of India)
BAD320	History-III (National Movement)
BAD321	Sociology –III (Social Stratification)
BAD322	Economics-III (Macroeconomic)
BAD323	Mathematics-III (Linear Algebra and Abstract Algebra)

Semester 4 th									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks
BAD401	Assessment for Learning	Core	4	0	0	4	30	70	100
BAD415	General English	Compulsory Foundation	3	0	0	3	25	50	75
BAD416	General Hindi	General Elective	2	0	0	2	15	35	50
BAD417	General Punjabi								
Discipline Elective Courses									
XXX	Discipline Elective Course-I (G1)	Discipline Elective	3	0	0	3	25	50	75
XXX	Discipline Elective Course-II (G2)		3	0	0	3	25	50	75
XXX	Discipline Elective Course-III (G3)		3	0	0	3	25	50	75
Value Added Courses (For another Department Also)									
BAD418	Mental Health and Mental Wellbeing	VAC	2	0	0	2	15	35	50
BAD424	Psychological health and Resilience	Multi-Disciplinary	3	0	0	3	25	50	75
Total			23	0	0	23	185	390	575

Group 1 - Discipline Elective courses (Select any one of the following)	
Course Code	Courses Title
BAD405	English Literature-IV
BAD406	Punjabi Literature-IV
BAD407	Hindi Literature-IV

Group 2 - Discipline Elective courses (Select any two of the following)	
BAD419	Political Science-IV (Indian Political System)
BAD420	History-IV (History of Sikhism)
BAD421	Sociology -IV (Social Change)
BAD422	Economics-IV (Economics and finance)
BAD423	Mathematics-IV (Complex Analysis)

Semester 5 th									Total Marks
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	
BAD526	Health, Yoga and Physical Education	Elective foundation	3	0	0	3	25	50	75
BAD502	Basics of Research	Research Based Skill	2	0	0	2	15	35	50
BAD503	Language Across the Curriculum	Ability Enhancement Skill	2	0	0	2	15	35	50
BAD599	XXX	MOOC	0	0	0	2	15	35	50
Discipline Elective Courses									
xxx	Discipline Elective Course-I (G1)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-II(G2)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-III (G2)	Discipline Elective	3	0	0	3	25	50	75
Pedagogical Skill Courses									
xxx	Pedagogy of School Subject-I	Skill Enhancement	3	0	0	3	25	50	75
xxx	Pedagogy of School Subject-II	Skill Enhancement	3	0	0	3	25	50	75
Total			22	0	0	24	195	405	600
Group 1 - Discipline Elective courses (Select any one of the following)									
Course Code	Courses Title								
BAD505	English Literature-V								
BAD506	Punjabi Literature-V								
BAD507	Hindi Literature-V								

Group 2 - Discipline Elective courses (Select any two of the following)	
BAD528	Political Science-V (Comparative Government and Politics)
BAD529	History-V (History of Punjab before Independence)
BAD530	Sociology -V (Social Thinkers)
BAD531	Economics-V (Function and Operation in Economics)
BAD532	Mathematics-V (Real Analysis)

Pedagogy of School Subject Groups-I and II (Select any two of the following)	
Course Code	Courses Title
BAD533	Pedagogy of English
BAD534	Pedagogy of Punjabi
BAD535	Pedagogy of Hindi

BAD536	Pedagogy of Social Science
BAD537	Pedagogy of Political Science
BAD538	Pedagogy of History
BAD539	Pedagogy of Sociology
BAD540	Pedagogy of Economics
BAD541	Pedagogy of Mathematics

Semester 6 th									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext	Total Marks
BAD624	School Management and Administration	Compulsory Foundation	3	0	0	3	25	50	75
BAD625	Research Proposal	Research-Based Skill	0	0	4	2	15	35	50
BAD602	Pre-Internship- (4 weeks)	Technical Skill	0	0	0	4	30	70	100
Discipline Elective Courses									
xxx	Discipline Elective Course-I (G1)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course- II(G2)	Discipline Elective	3	0	0	3	25	50	75
xxx	Discipline Elective Course-III (G2)	Discipline Elective	3	0	0	3	25	50	75
Pedagogical Skill Courses									
xxx	Pedagogy of School Subject-I	Pedagogical Skill	3	0	0	3	25	50	75
xxx	Pedagogy of School Subject-II	Pedagogical Skill	3	0	0	3	25	50	75
BAD640	Women Education	MD	3	0	0	3	25	50	75
Total			21	0	4	27	220	455	675

Note: - Pre- Internship is Compulsory Practical Subject It Include Tutorial and practical session there will no Written Examination Activity will be conducted in simulated condition.

Group-1 Discipline Elective courses (Select any one of the following)	
Course Code	Courses Title
BAD603	English Literature-VI
BAD604	Punjabi Literature-VI
BAD605	Hindi Literature-VI

Group-2 Discipline Elective courses (Select any two of the following)

BAD626	Political Science-VI (International Relations)
BAD627	History-VI (History of World)

BAD628	Sociology –VI (Sociological Theories)
BAD629	Economics-VI (Statistics in Economics)
BAD630	Mathematics-VI (Probability and Statistics, Number Theory & Linear Programming Problem)

Pedagogy of School Subject Groups-I and II (Select any two of the following)	
Course Code	Courses Title
BAD631	Pedagogy of English
BAD632	Pedagogy of Punjabi
BAD633	Pedagogy of Hindi
BAD634	Pedagogy of Social Studies
BAD635	Pedagogy of Political Science
BAD636	Pedagogy of History
BAD637	Pedagogy of Sociology
BAD638	Pedagogy of Economics
BAD639	Pedagogy of Mathematics

Semester 7th										
Cour se Cod e	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks	
BAD701	School Internship (16 weeks)	Teaching Skill	0	0	0	16	120	280	400	
BAD702	Research Project (Community Engagement)	Research Skill	0	0	0	4	30	70	100	
Total			0	0	0	20	150	350	500	

Semester 8 th									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext	Total Marks
BAD810	Knowledge and Curriculum	Core	4	0	0	4	30	70	100
BAD801	Gender, School and Society	Core	4	0	0	4	30	70	100
BAD803	Creating Inclusive Schools	Elective Foundat ion	3	0	0	3	25	50	75
BAD804	Reading and Reflecting on Texts	Technical Skill	0	0	4	2	15	35	50
BAD811	Art in Education	Ability Enhanceme nt	3	0	0	3	25	50	75
Discipline Electives (Select any two of the following)									
BAD805	Understanding Discipline and Subject	Discipline Electives	3	0	0	3	25	50	75
BAD807	Guidance and Counselling		3	0	0	3	25	50	75
BAD808	Distance and Open Learning								
Value Added Courses									
BAD809	Value Education	VAC	2	0	0	2	15	35	50
Total			22	0	4	24	190	410	600
Grand Total			146	0	12	182	1450	3100	4550

SEMESTER-I

Course Title: Childhood and Growing Up

Course Code: BAD101

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course, the students will be able to

1. expand the idea of theoretical perspectives and stages of human development
2. develop an insight into growth and development, learning of the growing children's diverse socio-cultural contexts
3. enhance the understanding of different methods and techniques for the assessment of the personality, intelligence, and creativity of the child
4. demonstrate social and emotional adjustment skills

Course Content

Unit-I

12 Hours

Concept of human Growth, Development and Maturation, Principal factors affecting human and development.

Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, and their inter-relationship. Individual differences and development

Unit- II

15 Hours

Relevance & Applicability of Various Theories of Development: Psycho-Social (Freud - Social), Piaget (Cognitive), Kohlberg (Moral Development) & Vygotsky (Socio-Cultural Theory)

Role of Home, School and Society in cognitive, affective and conative development.

Unit- III

15 Hours

Intelligence: Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence

Personality: Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Unit- IV

18 Hours

Concept of the creativity, difference between creativity and intelligence, Identification of Creative Child

Techniques and methods of foster brainstorming: problem-solving problem solving Group discussion, play way, Quiz etc

Concept and Well-Being of Well Being and Factors affecting Well Being

Transactional Mode

Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Learning, Quiz.

Suggested Readings

- Hurlock, E.B (2005). *Child Growth and Development* Tata McGraw-Hill Publishing Company NewYork.
- Hurlock, E.B (2006). *Developmental Psychology-A Life Span Approach*. Tata McGraw-Hill Publishing Company NewYork.
- Meece, J.S ECCLES, J. L (2010). *Hand BOOK of RESEARCH on School, Schooling and Human development*, New York, Routledge.
- Santrock. J.W (2006). *Child Development*, Tata McGraw-Hill CompanyNew York.
- Santrock.J. W (2007). *Adolescence*, Tata McGraw-Hill Publishing Company New York.
- Innes, J. M., and Fraser, C. (1971). *Experimenter bias and other possible biases in psychological research*. *European Journal of Social Psychology*, 1(3), 297-310.
- Clark H.H and Clark E.V. (1977). *Psychological and Language: An Introductionto Psycholinguistics* New York.
- Farr, C. W., and Moon, C. E. (1988). *New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence*.
- Campbell (1980) *Well-Beingse of Well Being in Americans* New York.McGraw-Hill.
- Obert, S. Feldman (2009). *Understanding Psychology* Tata McGraw-Hill.
- Santrock. J.W (2006). *Child Development*. Tata McGraw-Hill Publishing Company New York.
- Santrock.J. W (2007). *Adolescence*, Tata McGraw-Hill Publishing Company NewYork.
- Garbarino, J. (1982). *Children and Families in Socialcial Environment Aldine de Gruyter: New York* Terman, Lewis M., and Merrill Maude A "the Stanford- Binnet Scales for measuring Intelligence McGraw-Hill Book Co. Inc.,1943 Ch.10
- Adler, A., *Understanding Human Nature* London: George Allen &Unvin1927
- Clark H.H& Clark E.V. (1977). *Psychological and Language: An Introductionto Psycholinguistics* NewYork
- Kail and Pellegrino J W. (1985). *Human Intelligence Perspectiveand Prospects*.NewYork: Freeman
- Campbell (1980). *The Sense of Well Being in Americans* New York. McGraw-HillPublishing Company New York.
- Obert, S. Feldman (2009). *Understanding Psychology* Tata McGraw-Hill Publishing Company New York.
- Dweck, C. (2006). *Mindset: The New Psychology of Success* Random House and L LC.
- Culture: *Challenging boundaries between childhood and adulthood*.
- Raskiliene, A., Smalinskiene, A., Kriaucioniene, V., Lesauskaite, V., & Petkeviciene, J. (2021). *Associations of MC4R, LEP, and LEPR Polymorphisms with Obesity-Related Parameters in Childhood and Adulthood* *Genes*, 12(6), 949

Course Title: General English
Course Code: BAD118

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. demonstrate working knowledge of the literary genre
2. explore the distinct literary characteristics
3. analyze short stories for their structure and meanings, using correct terminology
4. apply the sound principles of writing compositions

Course Content

Unit I

10 Hours

Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:

The Kabuliwallah: Rabindranath Tagore

The Eyes Are Not Here: Ruskin Bond

The Death of a Hero: Jai Nimbkar

Grief: Anton Chekhov

Uncle Podger Hangs a Picture: Jerome K. Jerome

Unit II

10 Hours

The Poetic Palette (Orient Blackswan, 2013)

The following poems from this anthology are prescribed:

Pippa's Song: Robert Browning

Apparently with No Surprise: Emily Dickinson

The Tyger: William Blake

What Do Animals Dream: Yahia Lababidi

Magic of Love: Helen Farries

The Charge of the Light Brigade: Lord Tennyson

Unit III

8 Hours

Texts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 1 to 43)

Unit IV

7 Hours

Writing Skills

Letters

Applications

Essays

Transactional Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Flipped Teaching, Quiz, Open talk, Case analysis.

Suggested Readings

- Eastwood, J. (2004). *Oxford Practice Grammar (With Answers). Second edition, OUP.*

- Best, W. D. (1963). *The Students' Companion*. Longman.
- Ray, M. K. (Ed.). (2004). *Studies on Rabindranath Tagore (Vol. 1)*. Atlantic Publishers & District.
- Tagore, R. (2005). *Rabindranath Tagore*.
- Blake, W., & Agbabi, P. (2004). *The Tyger* (p. 94). ProQuest LLC.
- Blake, W. (2008). *The complete poetry and prose of William Blake*. University of California Press.

Course Title: General Hindi

Course Code: BAD119

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

LEiw.kZ ikB~;Øe dī #fpiwoZd v/;;u mijkUr Nk= le>u dī ;ksX; gks tk;saxs :-

- 1 fo4kFkÊ fganH Hkkekk ds vk/kqfud dkO; dī ckjs esa tku ldxs
- 2 fo4kFkÊ fganH O;kdj.k dk O;kogkfjd ç;ksx dj ldxs
- 3 fo4kFkÊ fganH Hkkekk ds x4 lkfgR; esa #fp yx
- 4 fo4kFkÊ fgUnh Hkk'kk dk jpukRed dk;ksī esa ç;ksx dj ldxs

fo'k;-oLrī

bdkbZ ¼d½

10 *kaVs

- nhfidk : ¼dkO; laxg½ la. gsejkt fueZe]
- HkkjrsUnq gfj"pUn : ;euk "kksHkk] Hkkjr] fo;ksfxuh ukjh
- eSfFkyh"kj.k xqlr : lkdsr] nksuksa vkSj ise iyrk gS] ;"kks/kjk
- t;"dj ilkn : vkalw ls] izse ifFkd ls] vk"kk

bdkbZ ¼k½

8 *kaVs

- "kēn dk vFki vkSj çdkj
- "kēn "kfDr;kj - vfHk/kk] y{k.kk] O;atuk
- çrhd fo/kku

bdkbZ ¼x½

6 *kaVs

- vkidk caVh ¼miU;kl½ : eUuī Hk.MkjH
- ifBr x4ka"k

bdkbZ ¼*k½

6 *kaVs

- dfork dh ifjHkk'kk vkSj rRo(dfork dk mn-Hko vkSj fodklA
- Hkk'kk Dyc] fo4ky; if=dk] okn-fookn] ukV;dj.k] Doh t; çksxzke½

izk;ksfxd dk;Z

- fuEufyf[kr esa ls viuh ilan dī fdLh ,d fo'k; ij ekSfyd jpuk rS;kj dj ¼okn-fookn] ukV;dj.k] Doh t; çksxzke½

iqLrd lwph

- vkidk caVh ¼miU;kl½(1970 : eUu Hk.Mkj] thou i;Zar f"K{k.k laLFkku
- nhfidk : ¼dkO; Laxg½ la. gsejkt fueZe] iatkch fo"ofok4ky; i"dk"ku] ifV;kykA
- prqosZnh] jkts"oj çlkj(2008 fgUnh O;kdj.k] midkj çdk"ku] vkxjka
- tu fueZyk] 2006(ubi leh{k k d; çfreku] uS"uy gkml] fnYyhA
- Hkko d' .k ¼MkW-½ fgUnh Hkk'kk dk bfrgkl] v"kkSD çdk"ku] fnYyh] 1997
- ckgjh gjnso ¼MkW-½ 2004] fgUnh : mn-Hko fodkl vkSj :lk] fdrkc egy] fnYyhA
- ckgjh gjnso ¼MkW-½ 1965] fgUnh mn-Hko fodkl vkSj :lk] fdrkc egy] bykgkckn] çFke laLdj.kA
- "kkL=h jkepUn oek ¼MkW-½ ,oa ek;k vxzoky ¼MkW½] Hkk'kk-foKku ,o fgUnh Hkk'kk] vfurk çdk"ku] fnYyh] 1994

Course Title: General Punjabi

Course Code: BAD120

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪਾਸ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ ਇਸ ਿੇ ਯੋਗ ਹੋ ਜਾਣਗੇ।

1. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਨਬੁੰਧ ਜਾਂ ਲੇਖ ਵਲਖਣ ਿੀ ਜਾਂਚ ਹਾਵਸਲ ਹੋਿੇਗੀ
2. ਵਨਿੱਜੀ ਵਚਿੱਠੀ ਪਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਕੇ ਵਿਹਿਵਰਕ ਜੀਨਿਨ ਵਿਿੱਚ ਲਾਗ ਕਰਨਗੇ
3. ਪੁੰਜਾਬੀ ਭਾਠਾ ਿੀਆਂ ਉਪਭਾਠਾ ਿਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ
4. ਇਕਾਂਗੀ ਿੇ ਮਹਿੱਤਿ ਪ ਰਨ ਤਿੱਤਾਂ ਬਾਰੇ ਵਗਆਨ ਹਾਵਸਲ ਕਰਨਗੇ

Course Content

ਭਾਗ – a

ਇਕਾਂਗੀ ਯਾਤਰਾ, (ਸੁੰਪਾਿਕ) ਡਾ. ਸਤੀਠ ਕੁਮਾਰ ਿਰਮਾ ਅਤੇ ਡਾ. ਰਘੁਿੀਰ ਵਸੁੰਘ 10 ਘੁੰਟੇ

ਭਾਗ –A

ਇਕਾਂਗੀ ਬਾਰੇ ਮੁਿੱਢਲੀ ਜਾਣ-ਪਵਹਚਾਣ
ਸੁੰਖੇਪ ਵਨਬੁੰਧ ਰਚਨਾ। (250-300 ਠਬਿਾਂ ਵਿਚ) 8 ਘੁੰਟੇ

ਭਾਗ – ਏ

ਵਨਿੱਜੀ ਵਚਿੱਠੀ ਪਿੱਤਰ।
ਇਠਵਤਹਾਰ ਲੇਖਣ ਅਤੇ ਸਿੱਿਾ-ਪਿੱਤਰ ਲੇਖਣ 6 ਘੁੰਟੇ

ਭਾਗ- ਸ

ਭਾਠਾ ਿੀ ਪਵਰਭਾਠਾ ਅਤੇ ਵਿਠੇਠਤਾਿਾਂ, ਮਾਤ ਭਾਠਾ ਿੀ ਪਵਰਭਾਠਾ
ਅਤੇ ਮਹਿੱਤਿ ਪੁੰਜਾਬ ਿੀਆਂ ਉਪਭਾਠਾ ਿਾਂ (ਮਾਈ, ਮਲਿਈ, ਿੁਆਬੀ
ਅਤੇ ਪੁਆਧੀ) 6 ਘੁੰਟੇ

Transactional Mode

ਲੈਕਚਰ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਠਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ , ਪਰਿਰਠਨ , ਪੀ.ਪੀ.ਟੀ, ਸੁੰਿਾਿ ਵਿਧੀ ਅਤੇ ਕਾਰਜ ਸੈਪਣੀ।

ਪ੍ਰਸਤੁਤ ਸੂਚੀ-

- ਡਾ. ਸਤੀਧ ਕੁਮਾਰ ਿਰਮਾ ਅਤੇ ਡਾ. ਰਘੁੰੀਰ ਵਸੁੰਘ (ਸੁੰਪਾਿਕ) 2013, ਇਕਾਗੰੀ ਯਾਤਰਾ, ਪਬਲੀਕੇਓਨ ਵਬਊਰੇ, ਪੁੰਜਾਬੀ ਯਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।
- ਜੇਵਗੁੰਰਿਰ ਵਸੁੰਘ ਪੁਆਰ, ਬਲਿੰਿ ਵਸੁੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਰਿਰ ਵਸੁੰਘ ਸੁੰਘਾ ਅਤੇ ਿੰੇਿ ਅਗਨੀਰੇਤਰੀ(1992) ਪੁੰਜਾਬੀ ਭਾਓਾ ਿੰਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਵਹਲਾ), ਪੁੰਜਾਬੀ ਭਾਓਾ ਅਕਾਿੰਮੀ, ਜਲਪੁੰਰ।
- ਪਰੇਮ ਪਰਕਾਓ (2011), ਪੁੰਜਾਬੀ ਭਾਓਾ ਿੰਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ, ਮੈਿੰਾਨ ਪਬਲੀਕੇਓਨ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।
- ਿਵਰਆਮ ਵਸੁੰਘ ਸੁੰਧ ਅਤੇ ਡਾ. ਬਲਿੰਿ ਵਸੁੰਘ ਚੀਮਾ (ਸੁੰਪਾਿਕ) 2005 ਕਥਾਗੁੰਗ, ਪਬਲੀਕੇਓਨ ਵਬਊਰੇ, ਪੁੰਜਾਬੀ ਯਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।
- ਬ ਟਾ ਵਸੁੰਘ ਬਰਾੜ (2004), ਿੰਾਵਰਸ ਓਾਹ, ਫਾਉਡਓਨ ਅਵੁੰਮਰਤਸਰ।

Course Title: English Literature-I

Course Code: BAD105

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. construct four basic skills of language –reading, writing, speaking and listening
2. explain English literature and its various genres
3. demonstrate the knowledge of Prose and the literary terms pertaining to it
4. exemplify the basic skills of language for better pronunciation

Course Content

Unit-I

12 Hours

What is Literature?
Various Genres of Literature
Literature and History

Unit-II

13 Hours

Prose
The Types of Prose
Narrative, Epic, Dramatic, Informative, Contemplative, Satire, Allegory, Parable, Oxymoron, Biography and Autobiography, Irony
Fable, Lyric, Paradox

Unit-III

10 Hours

Language Items

To Define – Vowel & Consonant
To List - Phonemic Transcription of some given words (One or two syllable)

Unit-IV

10 Hours

Prescribed Text

A Selection of English Prose compiled and edited by University of Kashmir, Dept. of English, and Orient Longman 1999.

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk, Language lab

Suggested Readings

- *Abrams, M.H. A Glossary of Literary Terms, Cengage Learning India, 2015.*
- *Twentieth Century Reader's Guide to Literacy Terms, OUP, 1997.*

Course Title: ਪੰਜਾਬੀ ਸਾਹਿਤ-1

Course Code: BAD106

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

ਇਸ ਕੋਰਸ ਨੂੰ ਪਾਸ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ ਇਸ ਵਿੱਚੋਂ ਯੋਗ ਹੋ ਜਾਣਗੇ

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿੱਚ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
3. ਭਾਰਤੀ ਕਾਵਿ- ਰਾਸ਼ਟਰ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ੁੱਧਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
4. ਵਿਦਿਆਰਥੀ ਪਰੋ. ਮੋਹਨ ਵਸੰਤ ਵਿੱਚ ਕਾਵਿ ਕਲਾ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ

Course Content

ਭਾਗ – ਅ

10 ਘੰਟੇ

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿੱਚ ਇਤਿਹਾਸ ।

ਭਾਗ –A

12 ਘੰਟੇ

1. ਸਾਹਿਤ ਪਿੱਤਰ (ਕਾਵਿ ਸੁੰਗਰਵਹ) ਪਰੋ. ਮੋਹਨ ਵਸੰਤ।

ਭਾਗ – ਏ

12 ਘੰਟੇ

1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇਤਿਹਾਸ(800 ਤੋਂ 1500 ਈ. ਤੱਕ) ।

ਭਾਗ- ਸ

11 ਘੰਟੇ

1. ਭਾਰਤੀ ਕਾਵਿ ਰਾਸ਼ਟਰ ਨਾਲ ਸੰਬੰਧਤ ਪੰਜ ਸ਼ੁੱਧਤਾ-ਅਵਭਾਧਾ, ਲਕੜਾਣਾ, ਵਿਅੰਜਨਾਂ, ਰਪਕ, ਉਪਮਾ।

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮਿੱਥਸਆ ਹਿੱਲ, ਸਮ ਹ ਚਰਚਾ, ਪਰਿਰਧਨ, ਪੀ.ਪੀ.ਟੀ ਸ਼੍ਰੀ ਵਿਧੀ ਅਤੇ ਕਾਰਜ ਸੈਪਣੀ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਜਗਬੀਰ ਵਸੰਤ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇਤਿਹਾਸ (ਆਵਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) (2008) ਗੁਰ ਨਾਨਕ ਵਿੱਚੋਂ ਯਨੀਰਵਸਟੀ, ਅਮ੍ਰਿਤਸਰ।
- ਪਰਵਸ਼ਿਰ ਵਸੰਤ, ਵਕਰਪਾਲ ਵਸੰਤ ਕਸੇਲ ਅਤੇ ਗੋਵਿੰਦ ਵਸੰਤ ਲਾਬਾਂ, (2010) ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਰਾਧ ਲੁਵਧਆਣਾ।
- ਸੁੰਤ ਵਸੰਤ ਸੇਖੋਂ, (1999) ਸਮੀਖਵਆ ਪਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।

- ਪਰੋ ਮੋਹਨ ਵਸੰਘ, ਸਾਿੇ ਪਿੱਤਰ (2010) (ਕਾਵਿ ਸੁੰਗਰਵਹ) ਪਬਲੀਕੇਸ਼ਨ ਵਬਊਰੇ ਪੁੰਜਾਬੀ ਯ ਨੀਰਵਸਟੀ ਪਵਟਆਲਾ।
- ਭਵਪ੍ਰੀਤ ਕਰੋ, (2004) ਆਧੁਨਕ ਕਵਿਤਾ ਪਰਵਿਰਤਨ ਤੇ ਪਰਵਿਰਤੀਆਂ, ਤਰਲੇਚਨ ਪਬਲਿਕੇਸ਼ਨ ਚੰਡੀਗੜ੍ਹ

Course Title: Hindi Literature-I

Course Code: BAD107

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

1. Nk= fganh lkfgR; ds dky foHkktu ,oa vkfn dky ds dkO; U ifjpr gks tk;saxs

2. Nk= fganh lkfgR; dk vkfndky dh ifjLFkfr;ksa o xzUFkksa ls ifjpr gks tk;saxs

3. fo4kfFk;ks dh fganh lkfgR; esa :fp mRiUu gks tk,xh

4. Nk=ksa dh jpukRed “kfDr dk fodkl gksxk

fo'k;-oLr

Hkkx-d

12 *kaVs

- fgUnh lkfgR;sfrgkl]
- vkfndky : dky foHkktu]
- vkfndky : ukedj.k]

Hkkx- [k

12 *kaVs

- vkfndkyhu : çofr;k]
- vkfndkyhu : ifjLFkfr;k] ¼jktuSfrd] /kkfeZd] lkekftd] vkfFkd½

Hkkx- x

11 *kaVs

- vehj [kLjks dh igsfy;k]
- jklks xzaFk : i`Fohjkt jklks] ifjeke jklks] [keku jklks
- fo4kifr dh inkoyh] dhfrir;k] dhfrir;k]

Hkkx- *k

10 *kaVs

- dkO;:- ifjHkk'kk] Lo#i] iz;tuA
- egkdO; :-ifjHkk'kk ,o Lo#iA
- [k.MdkO; :-ifjHkk'kk ,oa Lo#iA

Transactional Modes

- O;k[k;ku] lewg ppk] [kqyh ckrphr] ç”ukÙk] laokn] Lo-v/;;u] leL;k lek/kku] çnr dk;Z]

Suggested Readings

- xlr ¼M,-½] x.kifrapæ] ^fgUnh Lfg; dk oKkfud bfrgk* ¼nks [kaM½] ykds Hkkjrh çdl ¼u] bykgkckn] iape laLdj.k] 1999-
- uxæ ¼M,-½- ¼la-½] ^fgUnh Lfg; dk bfrgk^] e;wj isij cdl] uks,M+k] pkchLok laLdj.k] 1997-
- pronszh jke Lo:i] ^Çgnh Lfg; vkj laosnuk dk fodkl* ykds Hkkjrh çdk'ku] bykgkckn] uoe laLdj.k]

1998-

- eaxy ykypan xlr ^Çgnh lkfgR; dk bfrgkl*] ;wfuoflVh cd L{Vj] d{#ks=} f}rh; LaLdj.k] 1999-
- “kDy v{pk; jkepUnz] ^Çgnh lkfgR; dk bfrgkl*]

Course Title: Political Science-I (Principal of Political Theory)
Course Code: BAD122

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. illustrate logical arguments about the political phenomena
2. identify the questions concerning power, liberal and socialist perspective
3. relate political science with other subjects
4. elucidate the role of political parties in the process of socialization

Course Content

Unit-I

12 Hours

Political Science: Meaning, definitions, characteristics and scope.
 Political theory- Acient, Traditional and Morden
 Difference between political theory and political science.

Unit -II

11 Hours

Relationship between Political Science Economics, History and Sociology.
 The State: meaning, definition, elements and difference between and state and government.

Unit -III

10 Hours

Functions of State: Socialist perspective.
 Functions of State: Liberal perspective.
 Welfare State: Concept and functions.

Unit-IV

12 Hours

Sovereignty: Meaning, definition, characteristics, types and attributes.
 Theories of Sovereignty: Monistic and Pluralistic

Transactional Mode

Collaborative Teaching, Role Play, Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignments

Suggested Readings

- Lefort, Claude, and David Macey (1988). *Democracy and Political Theory*, Vol. 225. Cambridge: Polity Press.
- Cohen, Jean L., and Andrew Arato. (1994). *Civil society and political theory*. MIT press.

- Carnoy, Martin. (2014). *The State and political theory*. Princeton university press.
- Held, David. (1991). *Political Theory today*. Stanford University Press.
- Brown, Chris. (2002). *Sovereignty, rights and justice: international Political Theory today*. Cambridge: Polity.
- D. Easton. (1972.) *The Political System*, Scientific Book Agency, Calcutta.
- D. Easton. (1965). *A System Analysis of Political life*, John, Willey.
- Karl W. Deutsch. (1952). *The Nerves of Government*, The Free, Press, New York.
- Oran R. Young. (1967). *Systems of Political Science*, Prentice Hall.
- B.L. Fadia (1984). *State Politics in India*, Vol. II, New Delhi, Radiant Publisher.
- Laxmikant, M. (2013) *Indian Polity*, McGraw Hill Education, New Delhi.

Course Title: History-I (Ancient History)

Course Code: BAD123

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. describe the nature, scope and origin of history
2. synthesis the various Social & Political concepts and functions working during the Delhi Sultanate
3. summarise the Market System and Economic development in this period
4. ake relationships among various Societies

Course Content

Unit-I

12 Hours

The Indus Civilization: Origin; Extent, Main features and the causes of its decline.

Rig Vedic Civilization: Original home of the Aryans; Political, Social, Economic and Religious life in the early Vedic period; Development in the later Vedic period.

Unit-II

11 Hours

Jainism: Causes responsible for the rise of new religions; Life and teachings of the Mahavir Swami.

Buddhism: Life and Teaching of the Gautam Budha.

Unit-III

10 Hours

The Mauryan Empire: Establishments and Achievements Ashoka's Dhamma, Administration under the Mauryas and their decline.

The Gupta Empire: Social, Economic, Culture and Scientific developments under Guptas

Unit-IV

12 Hours

Harsha Vardhan: Harsha-Vardhan and Southern Dynasties (Cholas,

Pallavs and Rashtrakutas).

Maps:

(a) Important Historical places: Taxila, Indraprastha, Kurukshetra, Kannauj, Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, Kanchi, Lothal, Nalanda, Hastinapur, Kalibangan, Harappa and Kalinga.

(b) Extent of the Mauryan Empire

(c) Gupta Empire under Samundra Gupta.

Transactional Mode

Lecture, Collaborative Learning, Seminars, Blended learning, Discussion & Demonstration, Case Studies, Assignments and Dailogal

Suggested Readings

- Basham, A.L. *Wonder That Was India*, Calcutta: Rupa, 1992.
- Goyal, S.R., *A History of Indian Buddhism*, Meerut: Kasumanjli Prakashan, 1987. Habib, Irfan,
- VivekanandJhaMauryan India, Delhi: Tulika Books, 2004.
- Jha, D.N., *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. Ed.), 2005.
- Pandey, V.C.and Pandey, A.C. *New History of Ancient India*, Jalandhar: A.B.C., 1999.
- Ray Chaudhary, H.C. (Re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press, 1996.
- Sastri, K.A. Nilakanta, *A History of South India*, 2nd ed., Oxford University Press, 1958.
- Sastri, K.A. Nilakanta, *History of South India, from pre-historic times to the fall of Vijaynagar*, (4th ed.), Delhi: Oxford Unversity Press, 1995.
- Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: MotilalBanarasi Das, 1991.
- Sharma, R.S. *India's Ancient Past*, Delhi: Oxford University Press, 2005.
- Sharma, R.S. *Looking for the Aryan*, Hyderabad: Orient Longman, 1995.
- Tharpar, Romila *Early from the Origin to A.D. 1300*, Penguin, 2002.
- Altekar, A.S. *State and Government in Ancient India*, Delhi: Motilal Banarsi Das, 1965.
- Bryant, Edwin, *Origin of Vedic Culture*, Delhi: Oxford University Press, 2001.
- Charkrabarti, Uma, *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press, 1987.
- Chattopadhaya, B.D. *Studying Early India*, Delhi: Permanent Black, 2003.
- Goyal, S.R. *History of Imperial Guptas*, Meerut; Kusumanjali, 1967.
- Jha, D.N. (ed.), *Society and Ideology in India*, Delhi: Sterling Publisher, 1985.
- Levin-Bongard, G.M., *Mauryan India*, Delhi: MunshiramManoharlal, 1966.
- Maity, S.K., *The Imperial Gupta and their times*, Delhi;

Motilal Banarsidas, 1975.

- *Ratnagar, Shereen, and Enquiries into the Political Organization of Harappan Society, Pune: Ravish, 1991.*
- *Thapar, Romila, Asoka and the decline of the Mauryas, Delhi: Oxford University Press, 1997.*

Course Title: Sociology –I (Basic Concepts of Sociology)
Course Code: BAD124

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. describe the advanced sociological knowledge focusing on the nature, scope and origin of sociology
2. identify the relationship of sociology with other social sciences
3. distinguish between cultural explanations
4. elucidate the role of organizations, community, and process of socialization

Course Content

Unit-I

12 Hours

Sociology: Origin, Definition, nature and scope of sociology, Definition, nature & scope.
Relationship between sociology and other social sciences (Anthropology, Psychology, Economics, History and Political Science)

Unit-II

12 Hours

Basic Concepts: Social structure, society, social organization, social group (Primary & Secondary), Reference group, Community & Association.

Unit-III

11 Hours

Norms and values, status and role, Socialization: Meaning, Process and Agencies.

Theories- GH Mead, S Freud, CH Cooley

Unit-IV

10 Hours

Culture: Meaning characteristics, material and non-material culture, Culture lag, Culture and Civilization.

Transactional Mode

Lecture, Problem Solving, Blended learning, Discussion & Demonstration.

Suggested Readings

- *Bottomore, T.B .1972. Sociology: A Guide to Problems and Literature. Bombay: George Allen and Unwin.*
- *Gisbert, Pascal.1973. Fundamental of Sociology. New Delhi: Orient Longman.*

- Thomson, Harry. M.1995.Sociology: A Systematic Introduction. India: Allied Publishers.
- Rao, Shankar C.N. 2005. Sociology Part-I. Jalandhar: New Academic Publishing House,
- Kaur, Swinderjit. 2014. Smaj Vigyan De Mool Sanklp. Patiala: Punjabi University Publication Bureau.
- Applebaum, Richard. P., and William J. Chambliss. 1997. Sociology. New York: Addison Welsley Educational Publishers Inc.
- Giddens, Anthony. 2001. Sociology (Fourth Edition). UK: Polity Press.
- Inkeles, Alex. 1982. Foundations of Modern Sociology. New Jersey: Prentice Hall, Inc.
- Jayaram, N. 1998. Introductory Sociology. India: Macmillan.
- Judge, Paramjit S. 1997. Samajvigyanik Drishti kontesidhant. (Punjabi). Patiala: Punjabi University Press.
- Judge, Paramjit Singh. 2012. Foundation of Classical Sociological Theory: Functionalism, Conflict and Action. New Delhi: Pearson

Course Title: Economics-I (Micro Economics)

Course Code: BAD125

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. describe core micro-economic terms and theories
2. comprehend the demand function and production function
3. discuss general economic concepts (supply & demand, comparative advantage, opportunity cost, etc.)
4. analyze the concept of utility and its laws

Course Content

Unit-I

12 Hours

Subject matter of Economics and theory of consumer behavior: Nature and scope of Economics;

Basic Economic Concepts: Wants, Scarcity, Competing Ends and Choice, opportunity cost, marginal changes and efficiency.

Utility Analysis: Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility. Law of Demand; Movement and shifts in Demand curve. Indifference Curve Analysis: Properties, Consumer Equilibrium, Price, Income and Substitution Effects, Inferior and Griffin Goods.

Elasticity of Demand: Price, Income and Cross elasticity; Degrees of Elasticity; Methods of Measuring Price Elasticity of Demand: point, arc and outlay methods.

Unit -II

11 Hours

Theory of Production: Concept of Production. Production Function: Linear and Non-Linear Homogeneous Production Function.

Scale of Production: Returns to Scale, Law of Variable Proportions, Isoquants, Marginal rate of technical substitution, Iso-cost line and firm's equilibrium.

Cost Structure-Economic costs, Short and long run costs, Cost Curves, Relation between Average and Marginal Cost Curves in Short and Long Run.

Unit -III

10 Hours

The Market Structure: Market structure: Market forms – Perfect and imperfect markets and their features.

Perfect Competition-Price and output determination. Short run and Long run equilibrium of the firm.

Price and output determination and Firm's equilibrium under monopoly and duopoly. Price and output determination under monopolistic competition. Introduction to oligopoly and concept of Price Rigidity.

Unit-IV

12 Hours

Theory of Distribution: Marginal productivity theory of distribution; Modern Theory of Factor Price.

Rent-Ricardian Theory, Scarcity rent and Quasi Rent. Wages –Real wages and Money Wages, collective bargaining, Wage differentials.

Interest –Classical and the Keynesian theory of Interest. Profit –Gross and Net Profit, Normal profit, accounting profit.

Transactional Mode

Lecture, Problem Solving, Blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Singh, J S, Chopra, P N & Grewal, P S (Punjabi Medium). Price Theory and Distribution, Latest edition).*
- *Stonier, A W & Hague, D C. A Text Book of Economic Theory (Fourth Edition).*
- *Samuelson, P A (1972). (Trans. Piar Singh): Arth Shastar Prarmbhik Vishleshan, Punjabi University, Patiala.*
- *Koutsoyiannis, A. (1990), Modern Microeconomics, Macmillan.*
- *Lipsey, R G & Chrystal, K A (2004). Economics, 10th Edition, Oxford University Press, New Delhi.*
- *Salvatore, D (2003). Micro Economics: Theory & Applications, Oxford University Press, New York.*
- *Robinson, J (Trans.). Apuran Prtiyogita Di Arthiki, Punjabi University, Patiala.*
- *Manmohan Singh, H K (1971). (Trans. Om Parkash Vashisht). Mang Sidhant Ate Mishrat Arth-Vivstha Vich Arthik Ganana, Punjabi University, Patiala.*
- *Ray, N C (1980). An Introduction to Microeconomics, The Macmillan Company of India Ltd, New Delhi.*
- *Chopra, P N (1998). Micro Economic Theory and Welfare Economics, Kalyani Publishers, New Delhi.*
- *Ahuja, H L (1999). Advanced Economic Theory, S. Chand & Co., New Delhi.*

Course Title: Mathematics-I (Matrices and Coordinate Geometry)

Course Code: BAD126

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. Grasp the basics of Matrices and coordinate geometry including applied aspect for enhancing quantitative skills and pursuing higher mathematics and research as well
2. Develop a wide-ranging application of the subject and enlarge the knowledge of matrices for solving linear homogeneous and as well as non-homogeneous system of equations
3. Equip themselves with necessary analytic and technical skills by applying the principles of geometry, also learns to solve a variety of practical problems in science and engineering
4. Acquire the standard concepts and tools at an intermediate to advance level of geometrical techniques that will serve towards taking more advance level course in mathematics

Course Content

Unit I

12 Hours

Matrix introduction, matrix operations with their properties, symmetric, skew-symmetric.

Hermitian and skew- Hermitian matrices, idempotent, nilpotent, involuntary, orthogonal and unitary matrices, singular and non-singular matrices.

Elementary operations on matrices, ad joint and inverse of a matrix, singular and non-singular matrices, Trace of a matrix.

Unit II

11 Hours

Rank of a matrix, elementary transformations of a matrix, elementary matrices, rank of the sum and product of two matrices, inverse of a non-singular matrix through elementary rowtransformations, equivalence of matrices.

Solutions of a system of linear equations, condition of consistency and nature of the general solution of a system of linear non homogeneous equations.

Unit III

11 Hours

Circle: General equation of circle, circle through intersection of two lines, Tangents and Normals, Chord of contact, pole and polar, pair of tangents from a point, equation of chord in terms of midpoint, angle of intersection and orthogonality

Parabola: General equation of Parabola, Properties of Parabola, parametric representation of Parabola, tangents, normals.

Unit IV

11 Hours

Ellipse: Properties of ellipse, parametric representation of ellipse, tangents and Normals.

Hyperbola: Properties of hyperbola, parametric representation of hyperbola, asymptotes of hyperbola, Conjugate hyperbola, tangents and Normals.

Transactional Mode

Video Based Teaching, Collaborative teaching, Group Discussion, E team Teaching, Flipped Teaching, Quiz.

Suggested Readings

- Hari Kishan, (2008), *A Textbook of Matrices*, Atlantic Publishers.
- Fuzhen Zhang, (1999), *Matrix Theory- Basic Results and Techniques*, Springer.
- Shanti Narayan, P.K. Mittal, (2010), *A Textbook of Matrices*, S Chand & Company.
- R.G. Bartle & D.R. Sherbert, (1999), *Introduction to Real Analysis*, John Wiley & Sons.
- T.M. Apostol, (1974), Vol. I, John Wiley & Sons Inc.
- Ajit Kumar and S. Kumaresan, (2019), *A Basic Course in Real Analysis*, CRC Press.
- S. Balachandra Rao & C. K. Shantha, (1992), *Differential Calculus*, New Age Publication.
- H. Anton, I. Birens and S. Davis, (2007), *Calculus*, John Wiley and Sons, Inc.
- G.B. Thomas and R.L. Finney, (2010), *Calculus*, Pearson Education.
- P.K. Jain and Khalil Ahmad: *A Text Book of Analytical Geometry of two Dimensions*, Wiley Eastern Ltd. 1994.
- Gorakh Prasad and H. C. Gupta: *Text Book on Coordinate Geometry*, Pothishala Pvt. Ltd., Allahabad. 2000.

Web Sources

- Suggested digital platform: NPTEL/SWAYAM/MOOCs
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Title: ICT in Education and its Application

Course Code: BAD127

L	T	P	Credits
0	0	4	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. interpret & adapt ICT in accordance to educational aims & principles
2. acquainted themselves with the computer system and its accessories

3. use MS-Office (MS- Word, PowerPoint & Spreadsheet) in computer skillfully
4. integrate technology in classroom setting for teaching&learning

Course Content

Unit -I 8 Hours

ICT: concept, characteristics and importance, Role of information technology in teaching-learning process.

Challenges of integrating ICT in school education.

Unit II 7 Hours

Computer fundamentals: meaning, components and types of computers, functions of an operating system and application software.

Unit III 8 Hours

Computer applications in learning: concept, features and advantages of MS- Word, Excel and Power point.

Unit IV 7 Hours

Hardware technologies and their applications: overhead projector, DLP projector, Audio-video recording instruments and CCTV.

New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning.

Evaluation Criterion (Practical 20 x 5 =100)

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Transactional Mode

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Simulation, lecture-cum-demonstration.

Suggested Readings

- *Abbott, C. (2001). ICT: Changing Education. UK: Psychology Press.*
- *Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.*
- *Mambi, Adam J. (2010). ICT Law Book: A Source Book for Information and Communication Technologies. Tanzania: Mkukina Nyota Publishers Ltd.*
- *Mangal, S.K., & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt.Ltd.*
- *Mehra, V. (2004). Educational Technology. New Delhi: S.S. Publishers.*
- *Sharma, R.A. (2006). Technological Foundations of Education. Meerut: R. Lall Book Depot*

SEMESTER-II

Course Title : Learning and Teaching

Course Code : BED219

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course, the students will be able to

1. describe the nature of teaching learning process
2. apply different Perspectives on human learning and understand the role of learner and teacher
3. elaborate the concepts of Models of Teaching
4. distinguish the concept of Pedagogy and case analysis and its principles

Course Content

Unit I

14 Hours

Learning and Teaching: Meaning, concept and principles, relationship between teaching and learning.

Equitable and Inclusive Education: Learning for All (NPE: 2020)

Dimensions of individual development: physical, cognitive, language, affective, social and moral, their inter-relationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).

Socio-cultural factors influencing cognition and learning.

Facilitating holistic development (for self and society).

Unit II

14 Hours

Implicit knowledge and beliefs about learning (demystifying misconceptions).

Perspectives on human learning: Behaviourist, cognitivist, information-processing view, social-constructivist

Principles, relevance and applicability of human learning in different learning situations (drawing selectively on the ideas of Skinner, Piaget, Vygotsky).

Role of learner in various learning situations, as seen in different theoretical perspectives,

Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, Co-learner.

Unit III

16 Hours

Teaching: Concept, nature, and theories/approaches (Behavioristic, Cognitivist, Constructivist)

Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model.

Reflective teaching: concept and strategies for making teachers reflective practitioners.

Teaching as profession; professional ethics for teachers

Unit IV

16 Hours

Pedagogy: Concept, principles and techniques of pedagogy.
Simulated Teaching, Micro Teaching: meaning, concept and its application in teaching learning process.
Case Analysis: Analysis of teaching of effective teachers

Transactional Mode

Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings:

- Aggarawal J C, (2010). *Essentials of Educational Psychology*, Vikas Publishing House Ltd. New Delhi
- Chauhan S S, (2009). *Advanced Educational Psychology*, Vikas Publishing House Ltd. New Delhi
- Charles E Skinner (2012). *Educational Psychology P H I Learning Pvt. Ltd.- New*
- De Cecco J P, (1996). *Learning and Instruction*, Prentice Hall of India Pvt.Ltd. New Delhi
- Dr. Usha Rao, (2008). *Advanced Educational Psychology Himalaya Publication House New Delhi-2008*
- Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press
- Irvine, J.J. (2003). *Educating teachersfor diversity: Seeing witha cultural eye*. New York: Teachers College Press
- Lampert, M. (2001). *Teaching problems and the problems of teaching New Haven: Yale University Press*.
- Linda Darling Hammond & John Bransford (ed) (2005). *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco
- Martin, D. J. & Kimberly S. Loomis (2006). *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA
- Ram, S. (1999). *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi
- Schon, D. (1987). *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning*

Course Title: General English
Course Code: BAD220

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. demonstrate knowledge of literary genre
2. describe and identify the distinct literary characteristics
3. analyze short stories for their structure and meanings, using correct terminology
4. apply the sound principles of writing compositions

Course Content

Unit-I

10 Hours

Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:

The Doctor's Word
 Green Parrots in a Cage
 The Doll's House
 A Service of Love
 Dusk

Unit-II

10 Hours

The Poetic Palette (Orient Blackswan, 2013) The following poems from this anthology are prescribed:

Where the Mind is Without Fear: Rabindranath Tagore
 The Soul's Prayer: Sarojani Naidu
 I Sit and Look Out: Walt Whitman
 A Work of Artifice: Marge Piercy
 Whose English Is It Anyway: John Agard
 Ars Poetica: Archibald Macleish

Unit-II

5 Hours

Texts Prescribed for Grammar, Oxford Practice Grammar by John Eastwood (Exercises 76 to 117)

Unit-III

5 Hours

- Writing Skills
- Letters
- Applications
- Essays

Transactional Mode

Video based Teaching, Collaborative Teaching, Cooperative Teaching, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Eastwood, J. (2004). *Oxford Practice Grammar (With Answers)*. Second edition, OUP.
- Best, W. D. (1963). *The Students' Companion*. Longman.

- Tagore, R. (1910). *Where the mind is without fear*.
- Patel, R. B., & Palanpur, G. I. Rabindranath Tagore's *Where the Mind is Without Fear: A Poem with Genuine Concern for the Humanities*.
- Baig, T. A. (1974). Sarojini Naidu. *Publications Division Ministry of Information & Broadcasting*.

Course Title General Hindi
Course Code: BAD221

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

lEiw.kZ ikB~;Øe d #fpioZd v/;;u mijkUr Nk= le>u d ;ksX; gks tk;saxi :

- 1 fo4kFkÊ fganH Hkkekk vkSj mldh fyfi o cksfy;ks ds ckj esa tku ldxs
- 2 fo4kFkÊ fganH Hkkekk esa miU;kl vkSj dgkuh d varj dks le> ldxs
- 3 fo4kFkÊ leh{kkRed dk;ksa esa fganH Hkkekk dk ;ksx dj ldxs
- 4 fo4kFkÊ fgUnh Hkk'kk esa vU; Hkk'kkvksa dk vuokn dj ldxs

Course Content

bdkbZ ¼d½ 8 *kaVs

- dgkuh dh vkjfeHkd igpku(dgkuh dk mn-Hko vkSj fodklA

bdkbZ ¼k½ 7 *kaVs

- ltho dgkfu;kj : lEiknd MkWO y{ehpUnz [kjkuk }kjk dsoy pkj dgkfu;kj
- eerK - vf"kr dk ân; - U;k; ea=h - lH;-vLH;

bdkbZ ¼x½ 7 *kaVs

- fganH Hkk'kk rFkk mldh cksfy;kj]
- nsoukxjh fyfi dk mn-Hko vkSj fodkl(fo"ks'krk,i rFkk lhek,i]
- ekud fgUnh A

bdkbZ ¼*k½ 8 *kaV

- miU;kl vkSj dgkuh esa vrj] mn-Hko vkSj fodklA
- vaxsth rFkk {i=h; Hkk'kk ds vuPNsn dk fganH esa vuoknA

izk;ksfxd dk;Z

- viuh ilan dh fuEuifyf[kr esa ls fdLh lkfgfR;d fo/kk ij rhu ekSfyd jpuk,i fy[ks :- ¼dgkuh] y*kq dFkk] fuca/k] lEokn½ A

iqLrd lwph

- ltho dgkfu;kj : lEiknd MkWO y{ehpUnz [kjkuk] ifēyds'ku ē;wjks] iatkc fo"fo4ky;]

p.Mhx<+A

- nhf{kr HkxhjFk : ¼2003½ [eh{kk yksd] bUnçLFk çdk"ku] fnYyh]
- jk:] xksiky] ^Çgñh dgkuh dk fodkl^] jktdey çdk"ku] fnYyh : 2012
- prqosZñh jke Lo:i] ^Çgñh lkfgR; vkSj laosnuk dk fodkl* yksd Hkkjrh çdk'ku] bykgkckn] uoe [alDj.k] 1998-
- eaxy ykpan xqlr ^Çgñh lkfgR; dk bfrgkl*] wfuoflVh cqD [aVj] d{#s=} f}rh; laLdj.k] 1999-
- prqosZñh] jkts"oj çlkj (2008 fgUnh O;kdj.k] midkj çdk"ku] vkxjA
- ckgjh gñjso] 2004] fgUnh mn~Hko vkSj fodkl fdrkc egy] fnYyhA

Course Title: General Punjabi

Course Code: BAD222

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

ਇਸ ਕੋਰਸ ਨੂੰ ਪਾਸ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ ਇਸ ਿਏ ਯੋਗ ਹੋ ਜਾਣਗੇ

1. ਵਿਦਿਆਰਥੀ ਵਨਬੁੰਧ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਿੰੀ ਵਿਆਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ
3. ਿਫਤਰੀ ਪਿੱਤਰ ਵਲਖਣਾ ਵਸਿੱਖ ਕੇ ਵਿਹਿਗਵਰਕ ਜੀਨਿਨ ਵਿਿੱਚ ਿਰਤੋਂ ਕਰਨਗੇ
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਿੰੀਆਂ ਧੁਨੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ

Course Content

ਭਾਗ-ੳ

10 ਘੰਟੇ

ਆਧਵਨਕ ਪੰਜਾਬੀ ਿਾਰਤਕ ਨਾਲ ਮੁਿੱਢਲੀ ਜਾਣ-ਪਛਾਣ

ਭਾਗ- ਅ

8 ਘੰਟੇ

ਿਾਰਤਕ ਵਿਿੇਕ, (ਸੁੰਪਾਿਕ) ਰਾਵਜ਼ਿਰਪਾਲ ਵਸੁੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਵਸੁੰਘ ਜੋਗਾ

ਭਾਗ-ੲ

6 ਘੰਟੇ

ਿਫਤਰੀ ਪਿੱਤਰ

ਨੋਵਟਸ ਲੇਖਣ ਅਤੇ ਸਮਾਚਾਰ ਲੇਖਣ

ਪਰੈਸੀ ਰਚਨਾ, ਲੇਖ ਰਚਨਾ

Bwg-s

6 ਘੰਟੇ

ਰਬਿ-ਰੇਣੀਆਂ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਿੰੀ ਿਾਕ ਬਣਤਰ

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਵਖਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ , ਪਰਿਰਰਨ , ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ, ਸੰਵਾਦ ਵਵਧੀ ।

pusqk sUcI:

- ਰਾਵਕਦੰਰਪਾਲ ਵਸੁੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਵਸੁੰਘ ਜੋਗਾ (ਸੁੰਪਾਕਿ) (2015) :
ਿਾਰਤਕ ਵਿੰੇਕ, ਪਬਲੀਕੇਰਨ ਵਬਉਰੇ, ਪੁੰਜਾਬੀ ਯਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।
- ਜੇਵਹੁੰਰਿਰ ਵਸੁੰਘ ਪੁਆਰ, ਬਲਿੰਿ ਵਸੁੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਰਿਰ ਵਸੁੰਘ ਸੁੰਘਾ ਅਤੇ ਿੇਿ ਅਗਨੀਹੋਤਰੀ
(1932), ਪੁੰਜਾਬੀ ਭਾਠਾ ਿਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਵਹਲਾ), ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਕਾਿਮੀ, ਜਲਪੁੰਰ।
- ਡਾ. ਕਰਮਜੀਤਵਸੁੰਘ(ਸੁੰਪਾਕਿ) (2012), ਕਾਵਿ ਸੁਮੇਲ, (ਸੁੰਪਾਕਿ), ਪਬਲੀਕੇਰਨ ਵਬਉਰੇ,
ਪੁੰਜਾਬ ਯਨੀਰਿਵਸਟੀ, ਚੁੰਡੀਗੜਹ।
- ਡਾ. ਹਵਰਕੀਰਤ ਵਸੁੰਘ, ਵਗਆਨੀ ਲਾਲ ਵਸੁੰਘ ਕਾਵਤਜ (1999), ਪੁੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ
ਲੇਖਮਾਲਾ, ਪੁੰਜਾਬ ਸਟੇਟ ਯਨੀਰਿਵਸਟੀ ਟੈਕਸਟ ਬੁਿੱਕ ਬੇਰਡ, ਚੁੰਡੀਗੜਹ।
- ਡਾ. ਹਵਰਕੀਰਤਵਸੁੰਘ (2003), ਰੁਪਾਤਰੀ ਵਿਆਕਰਨ, ਪੁੰਜਾਬ ਸਟੇਟ ਯਨੀਰਿਵਸਟੀ ਟੈਕਸਟ ਬੁਿੱਕ
ਬੇਰਡ, ਚੁੰਡੀਗੜਹ।

Course Title: English Literature-II

Course Code: BAD206

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. analyze and describe the literary terms relevant to Prose.
2. create and showcase a comprehensive understanding of different genres of Prose.
3. evaluate, interpret, and present a critical analysis of a piece of literature.
4. acquire knowledge and comprehension of the distinct stages in the development of the English language.

Course Content

Unit-I

11 Hours

Prescribed Texts:

A Choice of Short Stories eds. Shakti Batra and P. S. Sidhu.

Unit-II

13 Hours

Terms pertaining to Prose:

- a. Novel, Short story, Plot and character, Protagonist, Gothic novel, The Epistolary novel, Conflict, Biography, The Historical novel, The Regional novel, Episode, Adventure novel, The Picaresque Novel

Unit-III

11 Hours

Wuthering Heights: Emily Bronte

Unit-IV

10 Hours

Emma - Jane Austen

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

- Abrams, M.H. *A Glossary of Literary Terms*, Cengage Learning India, 2015.
- *Twentieth Century Reader's Guide to Literacy Terms*, OUP, 1997.
- Brontë, Emily, *Wuthering Heights*. Penguin Books, 2003.
- Austen, Jane. *Emma*. Penguin Books, 2003.

Course Title: Punjabi Literature-II

Course Code: BAD207

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. ਪੰਜਾਬੀ ਨਾਟਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
2. ਸਾਵਹਤ ਿੇ ਇਤਹਾਸ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
3. ਭਾਰਤੀ ਕਵਿ ਼ਾਸਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
4. ਪੰਜਾਬੀ ਅੰਲਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ

Course Content

ਭਾਗ-ੳ	10 ਘੰਟੇ
ਨਾਟਕ ਿਾ ਅਰਥ, ਪਵਰਭਾ਼ਾ, ਤਿੱਤ ਅਤੇ ਸੁੰਖੇਪ ਇਤਹਾਸ	
ਭਾਗ- ਅ	15 ਘੰਟੇ
ਕੈਮਲਪਸ ਿੀਆਂ ਮਿੱਛੀਆਂ (ਨਾਟਕ), ਡਾ. ਆਤਮਜੀਤ ਵਸੰਘ,	
ਭਾਗ-ੲ	10 ਘੰਟੇ
ਪੰਜਾਬੀ ਸਾਵਹਤ ਿਾ ਇਤਹਾਸ (1500 ਤੋਂ 1700)	
ਭਾਗ-ਸ	10 ਘੰਟੇ
ਭਾਰਤੀ ਕਾਵਿ ਼ਾਸਤਰ ਨਾਲ ਸੁੰਬੰਧਤ ਪੰਜ ਸੁੰਕਲਪ ਔਵਚਤਯ, ਿਕੋਰਕਤੀ, ਸਾਧਾਰਨੀਕਰਨ, ਰਸ, ਅੰਲਕਾਰ।	

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਵਖਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਰਤ ਵਸਖਲਾਈ, ਸਮਹ ਚਰਚਾ, ਪਰਿਰ਼ਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ, ਸੁੰਿਾਿ ਵਿਧੀ।

ਪੁਸਤਕ ਸੂਚੀ

- ਜਗਬੀਰ ਵਸੰਘ ਪੰਜਾਬੀ ਸਾਵਹਤ ਿਾ ਇਤਹਾਸ (ਆਵਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) (2008) ਗੁਰ ਨਾਨਕ ਿੇਿ ਯਨੀਰਵਸਟੀ, ਅਮੁਰਵਤਸਰ।
- ਪਰਵਸੁੰਰ ਵਸੰਘ, ਵਕਰਪਾਲ ਵਸੰਘ ਕਸੇਲ ਅਤੇ ਗੋਵਬੁੰਿ ਵਸੰਘ ਲਾਬਾਂ, (2010) ਪੰਜਾਬੀ ਸਾਵਹਤ ਿੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁਿੰਕ ਼ਾਪ ਲੁਵਧਆਣਾ।

- ਸ਼ੁੱਤ ਵਸ਼ੁੰਘ ਸੇਥੋਂ, (1999) ਸਮੀਖਵਆ ਪਰਣਾਲੀਆਂ, ਪੁੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੁੰਡੀਗੜ੍ਹ।
- ਕਮੈਲ ਪਸ ਿੀਆਂ ਮਿੱਛੀਆਂ (ਨਾਟਕ), ਡਾ. ਆਤਮਜੀਤਵਸ਼ੁੰਘ, ਲੋਕਗੀਤਪਰਕਾ਼ਨ, ਚੁੰਡੀਗੜ੍ਹ।
- ਰਤਨ ਵਸ਼ੁੰਘ ਜਿੱਗੀ (ਸੁੰਪਾਿਕ), (1998) ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿਾ ਮਿੱਧਕਾਲੀਨ ਇਵਤਹਾਸ, ਪਬਲੀਕੇ਼ਨ ਵਬਉਰੇ ਪੁੰਜਾਬੀ ਯਨੀਰਿਵਸਟੀ ਪਵਟਆਲਾ।
- ਿੰਨੀਚੁੰਰਿ (2010) ਪੁੰਜਾਬੀ ਭਾਠਾ ਿਾ ਵਿਕਾਸ ਪੁੰਜਾਬ ਯਨੀਰਿਵਸਟੀ ਵਬਉਰੇ ਚੁੰਡੀਗੜ੍ਹ

Course Title: Hindi Literature-II
Course Code: BAD208

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

LEiw.kZ ikB~;Øe d #fpiwoZd v/;;u mijkUr Nk= Le>u d ;ksX; gks tk;saxs :-

- 1 Nk=ksa dks fganh dh fofHkUu fo/kkvksa dk Kku gksxk
- 2 Nk=ksa dks fganh O;kdj.k dk lwfe Kku gksxk
- 3 Nk=ksa dh fganh "kēnkoyi o jpukRed" "kfDr dk fodkl gksxk
- 4 Nk=ksa dks Hkfudky ds dfo;k ,oa mudh lkfgfR;d –fr;ksa dh tkudkj gksxk

Course Content

Hkkx-d

12 *kaVs

- HkfDrdky : bfrgkl] Lo:i] Lo.kl ;qx
- HkfDrdkyhu : çofr;kj
- HkfDrdkyhu : ifjLFkfr;ka ¼jktuSfrd] /kkfeZd] lkekftd] vkfFkd½

Hkkx-[k

11 *kaVs

- Lkxq.kdkO; : d'.k HkfDr "kk[kk] jke HkfDr "kk[kk
- ço`fr;kj
- çeq[k dfo]
- dkO; dh rkfUod leh{kk ¼Hkko i{k vkSj dyk i{k½

Hkkx-x

10 *kaVs

- fuxq.k dkO; : lar dkO;] lwQh dkO;
- ço`fr;kj]
- çeq[k dfo]
- dkO; dh rkfUod leh{kk ¼Hkko i{k vkSj dyk i{k½

Hkkx-*k

12 *kaVs

- vyadj : vuikl] "ys'k] oØksfDr] miek] :id ¼ifjHkk'kk ,oa mnkgj.k½
- NUn : nksqk] pkSikbZ] loS;k] lksjBk ¼ifjHkk'kk ,o mnkgj.k½
- jl : ifjHkk'kk] Hksn ,o mnkgj.k
- dkO; dh rkfUod leh{kk ¼Hkko i{k vkSj dyk i{k½

Transactional Mode

- O;k[;ku] lewg ppk] [kqyh ckrphr] ç"uksÜkj] laokn] Lo-v/;;u] leL;k lek/kku] çnr dk;Z]

Suggested Readings

- xqlr ¼M,-½] x.kifrpæ] ^fgUnh lkfgR; dk oSKkfud bfrgkl* ¼nks [kaM½] ykd Hkkjrh çdk'ku] bykgkckn] iape laLdj.k] 1999-
- uxsæ ¼M,-½- ¼la½] ^fgUnh lkfgR; dk bfrgkl^] e;wj isij cSDl] uks,M+k] pkSchloka laLdj.k] 1997-
- prqosZnh jke Lo:i] ^Çgnh lkfgR; vkSj laosnuk dk fodkl* yksd Hkkjrh çdk'ku] bykgkckn] uoe laLdj.k] 1998-
- eaxy ykpan xqlr ^Çgnh lkfgR; dk bfrgkl*] wfuoflVh cqd lVj] d#k=] f}rh; laLdj.k] 1999-
- f}osnh] vkpk;Z gtkjh çlkn] dchj] jktdey çdk'ku] fnYyh- 1906
- rylhnl] jkepfjr ekul] xhrk çsl] xksj[kiqj- 1995
- tk;lh- ekfyd eksgeen] i4kor] jktdey çdk'ku] fnYyh- 1964
- flag] ;ke lqUnj] dchj xafkkoYh] jktdey çdk'ku] fnYyh- 1989
- flag Hkkuq mn;] rylhnl] jktdey çdk'ku] fnYyh- 1978
- lkgh] fot;nso ukjk;.k] tk;lh] ok.kh çdk'ku] fnYyh- 1976
- j*kqoa'k] tk;lh ,d u;h şfeV] jktdey çdk'ku] fnYyh- 1994

Course Title: Political Science-II (Morden Political Theory)

Course Code: BAD224

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. discuss universal declaration of human rights and its importance in social life
2. compare Political Culture with Political Socialization
3. categorize fundamental rights, duties and directive principles of state policy in social life
4. justify the concepts Equality, Liberty, Individuality, Democracy and Justice
5. analyze various political system along with their unique features

Course Content

Unit-I

13 Hours

Political System: Meaning, characteristics and Scope
Political Culture: Meaning, Characteristics and Types.
Political Socialization: Meaning, characteristics & agencies.

Unit-II

12 Hours

Rights & Duties: Meaning, types & its relationship
Universal Declaration of Human Rights and its classification.
Democracy: Meaning, features, & types.

Unit-III**11 Hours**

Liberty: Meaning, types and its safeguards.

Equality: Meaning, types, relationship between liberty and equality.

Unit-IV**9 Hours**

1. Justice: meaning and its various dimensions of justice (legal, Political, Social, Economic)
2. Social Change: Meaning and its various dimensions and Theories.

Transactional Mode

- Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- Baker, Donald G. (1971). *Political Socialization: Parameters & Predispositions*.
- Meyer, David S, and Deana A. Rohlinger. (2012). *"Big books and social movements: A myth of ideas and social change." Social problems*.
- Lefort, Claude, and David Macey. (1988). *Democracy and political theory*. Vol. 225. Cambridge: Polity Press.
- Cohen, Jean L., and Andrew Arato. (1994). *Civil society and political theory*. MIT press.
- Carnoy, Martin. (2014). *The state and political theory*. Princeton university press.
- Robert A. Dahl. (1972). *Modern Political Analysis*, Prentice Hall, New Delhi.
- Davies & Lewis. (1972). *Models of Political Systems*, Vikas, New Delhi.
- Stephen L. Wasby. (1972). *Political Science: The Discipline and its Dimensions*, Scientific Book Agency.
- B.L. Fadia. (1984). *State Politics in India, Vol. II*, New Delhi, Radint Publisher.
- Laxmikant, M. (2013). *Indian Polity*, Mchraw Hill Education, New Delhi.
- R. Kothari. (1988). *State against Democracy: In Search of Human Governance*, Delhi, Ajantha.
- R. Kothari. (1970). *Politics in India*, New Delhi, Orient Longman.
- Nirja G., P. B. Mehta. (2010). *The Oxford Companies to Politics in India*, Oxford University Press.
- M.V. Pylee. (1977). *Constitutional Government in India*, Bombay, Asia Publishing House.
- M.V. Pylee. (1998). *An Introduction to the Constitution of India*, New Delhi, Vikas

Course Title: History –II (History of Medieval India)

L	T	P	Credits
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Course Outcomes

On the completion of the course the students will be able to

1. evaluate the diverse concepts related to the political and social customs of the Ancient Period.
2. assess the intricate relationship between India and other kingdoms during the Ancient Period.
3. comprehend the various concepts, functions, and workings of the system in Ancient India.
4. evaluate the political policies specific to the Deccan region.

Course Content**Unit-I****9 Hours**

Political and Social conditions of India up to 1000 A.D.

Invasion of Mahmud Ghazni and Muhammad Ghori causes and their impact.

Unit-II**12 Hours**

Slave Dynesty- Consolidation of the Slave Dynasties with special reference to Qutb u- Din Aibak to Balban. Khalji and Tughlaq Dynasties.

Unit-III**11 Hours**

Establishment of Mughals: Establishment of Mughal rule.

First battle of Panipat, Battle of Kanwaha, Chandari and Ghaghra.

Unit--IV**13 Hours**

The Akbar: Mughal Administration and their Policies.

Aurangazeb and his Deccan Policies.

Maps - (a) Important places in South India: Amaravati, Kalyani, Kanchipuram, thanjaur, Nagapottinam, GangaikondaCholapuram, Vengel, Kalinga, Vangaderam, Badami, Patapi, Vangai, Manyakheta, Ellora. (b) South dynasties (c) Mughal Empire.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Athar Ali, *Mughal Nability Smith, V.A. Akbar the great Mughal Percival Spear, Oxford History of India.*
- MisraBB, *The Central Administration of the East India Company*
- Sarkar, J.N., *Fall of the Mughal Empire.*
- MuzzafarAlam *The crisis of empire in Mughal North India Conp, Delhi, 1986.*
- Mann, M.S. *History of Ancient India (Raj Publishers, Jalandhar)*
- Arora, A.C., *History of Ancient India (Pardeep Publications, Jalandhar)*
- Subharwal, S.P, *History of Ancient India (K. Duggal& Co.)*

- Basham, A.L., *Wonder That Was India*, Calcutta: Rupa, 1992.
- Goyal, S.R., *A History of Indian Buddhism*, Meerut: KasumanjliPrakashan, 1987.
- Habib, Irfan, VivekanandJha, *Mauryan India*, Delhi: Tulika Books, 2004.
- Jha, D.N. *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. Ed.), 2005.
- Ray Chaudhary, H.C. (Re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press, 1996.
- Sastri, K.A. Nilakanta, *A History of South India*, 2nd ed., Oxford University Press, 1958.
- Sastri, K.A. Nilakanta, *History of South India, from pre-historic times to the fall of vijaynagar*, (4th ed.), Delhi: Oxford University Press, 1995.
- Levin-Bongard, G.M., *Mauryan India*, Delhi: MunshiramManoharlal, 1966.
- Maity, S.K., *The Imperial Gupta and their times*, Delhi; Motilal Banarsidas, 1975.
- Ratnagar, Shereen *Enquiries into the Political Organization of Harappan Society*, Pune: Ravish, 1991.
- Thapar, Romila, *Asoka and the decline of the Mauryas*, Delhi: Oxford University Press, 1997.

Course Title: Sociology-II (Sociological Interactions and Processes)

Course Code: BAD226

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. demonstrate a deep understanding of the concept of social interaction and its significance in human society.
2. analyze and distinguish between associative and disassociative social processes in various social contexts.
3. critically analyze the importance of social institutions, social control mechanisms, and social deviance in shaping society.
4. assess and analyze the concept of marriage, its multifaceted functions, and the evolving patterns and dynamics surrounding it.

Course Content

Unit-I

12 Hours

Social Interaction and Social Processes: Concepts of social interaction and social processes. Types of social processes: Integrative and Disintegrative (Cooperation, Accommodation, Assimilation, Competition and Conflict).

Unit-II

11 Hours

Social Groups: Definition, characteristics, Types: (Primary and secondary, in group and out-group).

Unit-III

12 Hours

Social Institution: Marriage (Definition and functions, changing patterns).

Family: (Definition and functions, changing patterns).

Emerging Crisis in Social Relationships, Religion (Definition and functions).

Unit-IV

10 Hours

Social Control: Meaning and agencies of social control.

Social Deviance: Meaning, factors.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Rao, Shankar C.N. 2005. *Sociology Part-I*. Jalandhar: New Academic Publishing House.
- Giddens, Anthony. 2001. *Sociology*. London: Polity.
- Haralambos, M. 1980. *Sociology: Themes and Perspective*. London: Oxford University Press.
- Davis, Kingsley. 1978. *Human Society*. London: Mac Millan Company.
- Jayaram, N. 1988. *Introductory Sociology*. Madras: Macmillan India.
- Johnson, Harry, M. 1980. *A Systematic introduction*. Delhi: Allied Publishers.
- Mair, Lucy. 1972. *An Introduction to Social Anthropology*. London: Oxford Clarendon Press.
- Mujamdar, D.N. & Madam T.N. 1956. *An Introduction to Social Anthropology*. Bombay: Asian Publishing House.
- Schaefer, Richard T. 1999. *Sociology*. New Delhi: Tata Mc Graw-Hill.
- Srinivas, M.N. 1995. *Social change in Modern India*. New Delhi: Orient Longman.
- Srivastava, A.R.N. 2005. *Essentials of Cultural Anthropology*, New Delhi: Prentice Hall of India.

Course Title: Economics-II (Indian Economy and Industry)

L	T	P	Credits

Course Outcomes

On the completion of the course the students will be able to

1. develop ideas of the basic characteristics of Indian economy, its potential on natural resources
2. measure the problems prospects of cottage and small scale industries, and industrial sicknesses
3. aware about importance of agriculture in Indian economy and land reforms
4. analyse Planning Programs of the Indian Economy

Course Content**Unit-I****9 Hours**

Indian Economy and Agriculture Sector: Structure of the Indian Economy India: developing economy – features. National Income of India – estimates, trends, growth, structure and limitations.

Agriculture: Nature and importance: Trends and factors determining in agricultural production and productivity; green revolution; Problems and prospects. Land Reforms.

Agricultural marketing and Agricultural Price policy in agriculture. Agriculture and WTO.

Unit-II**12 Hours**

Industry Sector: Industry: Industrial development and policies since independence; Industrial Policy of 1991; Industrial licensing policy – MRTP Act, FERA and FEMA.

Growth and problems of small-scale industries; Role of public sector enterprises in India's industrialization – recent policy towards public sector. Recent Government policies; Skill India, Start-up and Make in India.

Unit-III**11 Hours**

External Sector: Role of foreign trade: Trends in exports and imports; Composition and direction of India's foreign trade. Balance of payments crisis and the new economic reforms –Export promotion measures and the new trade policies.

Foreign capital – FDI, aid; Multinational corporations (MNCs) and their impact on Indian Economy. SWADESHI and its relevance.

Unit-IV**13 Hours**

Indian Economic Problems: Broad demographic features – Population size and growth rates, sex composition; rural urban migration, occupational distribution; Problem of overpopulation; Population policy in India.

Current Challenges of Poverty in India: definition and estimate, poverty line, poverty alleviation programs after 1991. Inequality: income and regional inequality – causes and corrective measures adopted in India. Unemployment in India: measuring Unemployment, magnitude – causes & consequences – major employment programs after 1991 – structure & emerging trends in employment. Environmental challenges in India: Land, water and air.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Dhar, P K (1999). *Indian Economy*, Kalyani Publishers, Ludhiana.
- Aggarwal, A N. *Indian Economy*, Wiley Eastern Ltd.
- Datt, R & Sundram, K P M. *Indian Economy*, S. Chand & Co. (Latest Edition).
- Soni, R N. *Leading Issues in Agriculture Economics*, Sohan Lal Nagin Chand & Sons.
- Ghosh, A (Trans. Avtar Narinder Singh): *Bhartiya Arth Vivstha*, Punjabi University, Patiala.
- Singh, C G. *Bharti Arth Shastar*, Punjabi University, Patiala.
- Misra, S K & Puri, V K (English & Hindi Medium). *Indian Economy*, Himalya Publishing House, Mumbai (Latest Edition).
- Tandon, B B & Tandon, K K (1998). *Indian Economy*, Tata McGraw-Hills Pub. Co., New Delhi.

Course Title: Mathematics –II (Calculus and Differential Equations)
Course Code: BAD228

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. determine infinite limits and limits at infinity and interpret with respect to asymptotic behavior
2. estimate numerically and graphically, and find algebraically the limits of functions
3. solve various working rule for finding solution of linear differential equations with constant coefficients, homogeneous linear equations
4. identify the answer for the problems in nature using ordinary differential equations

Course Content

Unit-I

10 Hours

Derivative of a function, the derivative as a function, derivatives of a polynomial and exponential function, the product and quotient rule, rate of change in social and natural science. Derivatives of Trigonometric, Logarithmic and hyperbolic functions.

Successive differentiation, Asymptotes, Multiple points, Tests for concavity and convexity, points of inflexion, Tracing of curves in Cartesian, Curvature, radius of curvature, center of curvature.

Unit-II

12 Hours

Integration as inverse process of differentiation Integration of a variety of functions by substitution, by partial fractions and by parts.

Evaluation of simple integrals of trigonometric, exponential and Logarithmic function.

Definite integrals as a limit of a sum, Fundamental Theorem of Calculus (without proof) Basic properties of definite integrals and evaluation of definite integrals. Double and Triple Integral.

Unit-III

11 Hours

Introduction of Differential equations, Order and Degree of Differential Equations, Complete primitive (general solution, particular solution and singular solutions), Existence and uniqueness of the solution $dy/dx = f(x,y)$.

Differential equations of first order and first degree, Separation of variables, Homogeneous linear Equations, Exact Equations, Integrating Factor, Linear Equation, Equation of First order but not of first degree.

Unit-IV

12 Hours

Linear differential equations with constant coefficients, Complementary function, Particular integral, working rule for finding solution of linear differential equations with constant coefficients, Homogeneous linear equations or Cauchy-Euler equations

Simultaneous differential equations, Differential equations of the form $dx/P = dy/Q = dz/R$ where P, Q, R are functions of x, y, z. Exact differential equations.

Transactional Modes

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Flipped Teaching, Quiz, Open talk, Case analysis.

Suggested Readings

- Rudin, W., *Principles of Mathematical Analysis*, McGraw-Hill (2013).
- Malik, S.C. and Arora, S., *Mathematical Analysis*, Wiley Eastern (2010).
- Simmons G. F., *Introduction to Topology and Modern Analysis*, Tata McGraw Hill (2008).
- Jain, P. K., Ahmad Khalil, *Metric Spaces*, Alpha Science Publishers (2004).

- *G.F. Simmons, (2002), Differential Equations with Application and Historical Notes, Tata –McGraw Hill.*
- *B. Rai, D.P. Choudhary & H. J. Freedman, (2002), A Course of Ordinary Differential Equations, Narosa.*
- *Ian N. Snedden, (2013), Elements of Partial Differential Equations, Dover Publication.*
- *L.E. Elsgolts, (1970), Differential Equation and Calculus of variations, University Press of the Pacific.*
- *M. D. Raisinghania, (2018), Ordinary and Partial Differential Equations, S Chand.*
- *J.B. Fraleigh, (2003), A first course in Abstract Algebra, Addison-wiley.*
- *Joseph A Gallian, Contemporary Abstract Algebra, Brooks/Cole Cengage Learning, 2016*
- *N. Herstein, (2006), Topics in Algebra, John Wiley & Sons.*
- *Thomas W Hungerford, (1990), Abstract Algebra – An Introduction, Saunders College Publishing.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

Website/ Links/ Online portal/ICT:

<https://www.britannica.com/science/calculus-mathematics>

<https://www.khanacademy.org/math/calculus-1>

**Course Title: Development of Educational System
in India**

Course Code: BAD223

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. examine the social, cultural, and religious influences on the Indian education system during these periods.
2. assess the effectiveness and long-term implications of the British policies on Indian education.
3. analyze the impact of socio-political factors on the growth of education in post-independence India.
4. develop innovative strategies for effectively implementing the New Education Policy and Programme of Action.

Unit-I

10 Hours

Education during Vedic Period - Concept of Education, Aims, Curriculum, Instructional techniques, Role and Status of Teacher.

Education during Buddhist Period - Concept of Education, Aims, Curriculum, Instructional Techniques, Discipline, Role and Status of

Teacher.

Education during Muslim Period - Concept of Education, Aims, Curriculum, Instructional Techniques, Discipline, Role and Status of Teacher.

Unit-II: 8 Hours

Brief Historical Perspective with reference to Charter Act (1813) & Macalay's (1835)

Wood's Despatch (1854) Main Recommendations and its impact on Indian education

Sargent Report (1944) Main Recommendations and its impact on Indian education

Main Recommendations of the following: University Education Commission (1948) - Secondary Education Commission (1952-53) - Indian Education Commission (1964-66)

Unit-III: 6 Hours

National Policy on Education (NPE) 1986 and (1992) Main features. Programm of Action 1992.

Right of Children to Free and Compulsory Education Act (2009) (RTE)

Unit-IV: 6 Hours

Central Advisory Board of Education (CABE)- Meaning, Composition and Functions

National Council of Educational Research and Training (NCERT) Meaning, Composition and Functions

University Grants Commission (UGC) Meaning, Composition and Functions

Suggested Readings:

- Aggarwal, J.C. (2000) : *Landmarks in the History of Modern Indian Education*, New Delhi : Vikas Publishing House Pvt.
- Chauhan, C.P.S. (2004) : *Modern Indian Education Policies, Progress and Problems*, New Delhi :
- Kanishka Publishers.
- Ministry of Human Resource Development (1986) : *National Policy on Education*, 1986.
- Ministry of Human Resource Development (1992) : *National Policy on Education*, 1986 (Revised).
- Ministry of Human Resource Development (1992) : *Programme of Action (NPE, 1992)*, New Delhi,
- Govt. of India.
- Sharma, Y.K. (2003) : *Sociological Philosophy of Education*, New Delhi : Kanishka Publishers
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SEMESTER-III

Course Title: Contemporary India & Education
Course Code: BAD301

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to

1. evaluate the ideals, values, and diversities in Indian education and develop strategies to apply them effectively in teaching and learning practices.
2. critically examine education as a national and state agenda, and analyze the policy visions and efforts aimed at developing a comprehensive national system of education.
3. apply the knowledge of various programs and documents relevant to the process of education in India, and utilize them to enhance educational practices.
4. critically analyze the concept of education in both pre-independent and post-independent India, considering historical, socio-political, and cultural factors.

Course Content

Unit –I

15 Hours

Education-Concept (Indian and Western), Aims of Education.

Driving forces of Indian Society-Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.

Impact of Liberalization, Privatization, Globalization and stratification on Education in India.

Unit –II

15 Hours

Educational Policies- NEP-1986 and NPE-2020, Program of action-1992, National curricular Framework for teacher education (NCFTE)-2009, Right to Education Act-2009.

Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.

Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report (1944)

Unit –III

17 Hours

Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.

Concept of Social; diversity at level of individual, caste, religion, minorities, languages tribes etc.

Measures to promote equality of opportunities through Educational programs for special groups, socially disadvantaged and women.

Unit- IV**13 Hours**

Major recommendations of Secondary Education Commission (1952-1953); Indian Education Commission (1964-66)

- a) Sarva Shiksha Abhiyan(SSA)
- b) Rashtriya Madhiyamik Siksha Abhiyan(RAMSA)

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Role Play, Demonstration.

Suggested Readings

- Aggarwal, S., & Jca, O. (2010). *Landmarks in the History of Modern India*. Vikas Publishing House.
- Aggarwal, J.C. (2002). *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996). *The Teacher and Education in Emerging Indian Society*. Tandon Publications, Ludhiana.
- Bhatia, K.K, & Narang, C.L. (1992). *Philosophical and Sociological Foundations of Education*. Doaba House, Delhi.
- Bhatt, B.D. (2005). *Modern Indian Education. Planning and Development*. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997). *Philosophical and Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed. Agra.
- Lakshmi, T.K.S. & M. S. Yadav (1992). *Education: its Evolving Characteristics*, New Frontiers in Education, Vol. XXII, No. 4.
- Mathur, S. S. (1966). *A sociological approach to Indian education*. Vinod Pustak Mandir.
- MOHANTY, J. (2001). *Studies on Countrywide Classroom and Indira Gandhi National Open University ETV Programs*. Studies in Distance Education, 38.
- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992). *National Policy on Education*, Horizon Publishers, Allahabad.
- Rao, Digumarti, B. (2004). *Education for the 21st century*, Discovery Publishing House, New Delhi.
- Safaya, R.N. and Shaida, B.D. (1983). *Principles and Techniques of Education*. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006). *Philosophical and Sociological Foundations of Education*. Bawa Publication, Patiala.
- Sen, D. (2016). *Higher education policies the Indian experience since independence*. International Journal of Multidisciplinary Education and Research, 1 (10).
- Ministry of Education, Govt. of India: *Value Education Source Book (1994)*, NCERT, New Delhi.
- Ruhela & Vyas, (1969). *Sociological perspectives in school education*, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996). *The Emerging Concept of Education in Human*

Values, Regency Publication, New Delhi.

- *Gupta, V.K. (1996). Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)*

Course Title: General English

Course Code: BAD315

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. Demonstrate knowledge of literary genres
2. Analyze essay for their structure and meanings, using correct terminology
3. Enhance the vocabulary through Antonyms and idioms.
4. Apply the sound principles of writing compositions

Course Content

Unit -1

10 Hours

Gleanings from Home and Abroad (Text)-The following essays from the above volume are prescribed:

- Work Brings Solace
- The Night the Bedfell
- A Talk on Advertising
- Globalization
- Rising Tide of Urban Chaos
- What is wrong with Indian Films
- More Than 100 Million Women are Missing
- I have a Dream
- Why I Want a Wife
- Universal Declaration of Human Rights

Unit-II

15 Hours

Texts Prescribed for Grammar - *Oxford Practice Grammar* by John Eastwood (Exercises 44 to 75)

Unit -III

10 Hours

- Writing skills
- Letters (Formal & Informal)
- Applications

Unit -IV

10 Hours

- Vocabulary:
- Antonyms
- Idioms used in illustrative sentence

Suggested Readings

- *Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.*

- *Best, W. D. (1963). The Students' Companion. Longman.*
- *Bhushan, K., & Katyal, G. A. P. J. (2002). APJ Abdul Kalam: the visionary of India. APH Publishing.*
- *Brady, J. (1972). Why I want a wife. 75 Readings: An Anthology, 325-327.*

Course Title: General Hindi
Course Code: BAD316

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

लेखक के द्वारा प्रस्तुत किए गए पाठ्यक्रम के अंतर्गत निम्नलिखित प्रमुख शिक्षण लक्ष्य हैं :-

1. पाठ्यक्रम के अंतर्गत प्रस्तुत किए गए पाठों के माध्यम से छात्रों में हिंदी भाषा के प्रति रुचि और समझ बढ़ाया जायेगा।
2. पाठ्यक्रम के अंतर्गत प्रस्तुत किए गए पाठों के माध्यम से छात्रों में हिंदी भाषा के प्रति आत्मविश्वास और आदर बढ़ाया जायेगा।
3. पाठ्यक्रम के अंतर्गत प्रस्तुत किए गए पाठों के माध्यम से छात्रों में हिंदी भाषा के प्रति समझ और रुचि बढ़ाया जायेगा।
4. पाठ्यक्रम के अंतर्गत प्रस्तुत किए गए पाठों के माध्यम से छात्रों में हिंदी भाषा के प्रति आत्मविश्वास और आदर बढ़ाया जायेगा।

Course Content

प्रारंभिक पाठ्यक्रम : 10 *काव्य

- पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ

प्रारंभिक पाठ्यक्रम : 8 *काव्य

- पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ

प्रारंभिक पाठ्यक्रम : 7 *काव्य

- प्रारंभिक पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ
- प्रारंभिक पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ
- प्रारंभिक पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ

प्रारंभिक पाठ्यक्रम : 10 *काव्य

- प्रारंभिक पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ
- प्रारंभिक पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ
- प्रारंभिक पाठ्यक्रम : मनुष्य के जीवन के विभिन्न पहलुओं पर आधारित कविताएँ

अन्य शिक्षण लक्ष्य

विद्यार्थियों में हिंदी भाषा के प्रति रुचि और समझ बढ़ाया जायेगा।

अन्य शिक्षण लक्ष्य

- हिंदी भाषा के प्रति रुचि और समझ बढ़ाया जायेगा।
- हिंदी भाषा के प्रति आत्मविश्वास और आदर बढ़ाया जायेगा।

- *tu fueZyk] 2006(ubi leh{kk d} cfreku] uS"uy gkml] fnYyhA*
- *la0 MkW0 f"kodekj "kekZ] dforky]d] ifēyds"ku ē;wjks] iatkc fo"ofa4ky;] p.Mhx<+A*
- *lkguh ,l- ch- ,oa "kekZ vkj- ih- 2007] loksZRe fgUnh O;kdj.k] Lkghu] çdk"ku] vkxjka*
- *ckgjh gjnso] 2004] fgUnh mn-Hko fodkl vkSj :lk fdrkc egy] fnYyhA*
- *Hkkoqd -e.k ¼M,-½] 1997(Çgnh Hkkekk dk bfrgkl v" d çdk'ku] fnYyh*
- *frokjh HkksyukFk ¼M,-½] 1966(fganH Hkkekk] fdrkc egy bykgkckn çFke laLdj.k*

Course Title: General Punjabi
Course Code: BAD317

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. ਵਿਵਿਆਰਥੀਆਂ ਨੂੰ ਕਹਾਣੀ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਹੋਵੇਗੀ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਨਾਮ ਕਰਨ ਤੇ ਵਿਕਾਸ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਹੋਵੇਗੀ
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਵਰਗਾਨ ਪਰਾਪਤ ਕਰਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਮਹਿਤਤਾ ਬਾਰੇ ਵਰਗਾਨ ਪਰਾਪਤ ਕਰਨਗੇ
4. ਪੰਜਾਬੀ ਵਿੱਚ ਰਚਨਾ ਮੁੱਢਲੀ ਤਰ੍ਹਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਕੇ ਵਿਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ

Course Content

ਭਾਗ-ੳ

8 ਘੰਟੇ

ਕਥਾ ਸੁੰਸਾਰ ਸੁੰਪਾਨਿਕ: ਜਸਵਿੰਦਰ ਵਸੰਘ, ਗੁਰਮੁਖ ਵਸੰਘ

ਭਾਗ-ਅ

7 ਘੰਟੇ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਨਾਮਕਰਨ, ਵਪਛੇਕੜ ਅਤੇ ਵਨਕਾਸ

ਭਾਗ-ੲ

8 ਘੰਟੇ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਵਿਕਾਸ (ਮਿੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਯੁੱਗ)

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਸਾਰਥਕਤਾ, ਇਵਤਹਾਸ ਅਤੇ ਸਾਵਰਤਕ ਵਿਰਾਸਤ।

ਭਾਗ-ਸ

7 ਘੰਟੇ

ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ

ਗੁਰਮੁੱਖੀ ਵਲਿੱਪੀ ਵਿੱਚ ਬਣਤਰ

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਸਹਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ, ਪਰਿਰਹਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ ਸੁੰਪਾਨਿਕ ਵਿਧੀ।

pusqk sUcI

- ਰਤਨ ਵਸੰਘ ਜਿੱਗੀ (ਸੁੰਪਾਨਿਕ) (2014): ਪੰਜਾਬੀ ਸਾਵਰਤ ਵਿੱਚ ਮਿੱਧਕਾਲੀਨ ਇਵਤਹਾਸ, ਪਬਲੀਕੇਹਨ ਵਬਉਰੇ ਪੰਜਾਬੀ ਯਨੀਰਵਸਟੀ, ਪਵਟਆਲਾ।

- ਜਸਵਿੰਦਰ ਵਸੰਘ, ਗੁਰਮੁਖ ਵਸੰਘ (ਸੁੰਘਾਂਕ) (2010), ਕਥਾ ਸੁੰਸਾਰ, ਪਬਲੀਕੇਸ਼ਨ ਵਬਊਰੇ ਪੁੰਜਾਬੀ ਯਨੀਰਵਸਟੀ, ਪਵਟਆਲਾ।
- ਜੈਵਗੁੰਦਰ ਵਸੰਘ ਪੁਆਰ, ਬਲਿੰ ਵਸੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਵਸੰਘ ਸੁੰਘਾ ਅਤੇ ਿੰ ਅਗਨੀਹੋਤਰੀ (1992), ਪੁੰਜਾਬੀ ਭਾਠਾਂ ਿੰ ਵਿਆਕਰਨ (ਭਾਗ-ਿੰਜਾ), ਪੁੰਜਾਬੀ ਭਾਠਾਂ ਅਕਾਿੰਮੀ, ਜਲਪੁੰਰ।
- ਡਾ. ਸੁਖਵਿੰਦਰ ਵਸੰਘ ਸੁੰਘਾ, ਪੁੰਜਾਬੀ ਭਾਠਾਂ ਵਿਵਰਾਨ, ਪੁੰਜਾਬੀ ਭਾਠਾਂ ਅਕਾਿੰਮੀ, ਜਲਪੁੰਰ। ਵਮਤੀਹੀਣ
- ਜਸਿੰਤ ਵਸੰਘ ਜਿੰਸ, ਮਵਰਬਾਨ ਵਸੰਘ (2004), ਮਾਤ ਭਾਠਾਂ ਿੰੀ ਵਸਿੰਵਖਆ ਵਿਧੀ, ਵਨਉ ਬੁਿੰਕ ਕਪੁੰਨੀ, ਜਲਪੁੰਰ।

Course Title: English Literature-III
Course Code: BAD305

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. interpret the terms associated with English Drama to develop a comprehensive understanding.
2. analyze the critical ideas, values, and themes present in literary and cultural texts, and articulate them effectively.
3. critically analyze and evaluate literary and cultural texts, employing analytical skills to examine their structure, themes, and underlying messages.
4. develop critical thinking skills, enabling a thoughtful and discerning approach to analyzing and interpreting literary and cultural works.

Course Content

Unit-I

12 Hours

Important Concepts pertaining to Drama the following terms will have to be studied:

- a. Definition and Essence
- b. Drama vs. Novel
- c. Drama and Theatre
- d. Dramatic action
- e. Structure
- f. Characterization
- g. Dialogue
- h. Stage Directions
- i. Dramatic Conventions

Important terms pertaining to drama and stage:

- a. Comic Relief
- b. Pathos
- c. Aside
- d. Soliloquy

Unit-II

12 Hours

History of English Literature from Chaucer to the Eighteenth Century & Important Trends and Movements in these periods:

- a. Renaissance and Reformation

- b. Origin and Rise of Drama in English
- c. Metaphysical Poetry
- d. Chief Characteristics of the Neo-Classical Literature.
- e. Rise of the Novel
- f. Restoration Comedy

Unit-III

11 Hours

Important Texts of Chaucer to the Eighteenth-Century period:

- a. Pardoner's Tale
- b. Lycidas
- c. Mac Flecknoe
- d. Epistle to Dr Arbuthnot
- e. Pamela

Unit-IV

10 Hours

William Shakespeare: Macbeth

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, Seminars

Suggested Readings

- Abrams, M.H. *A Glossary of Literary Terms*, Cengage Learning India, 2015.
- *Twentieth Century Reader's Guide to Literary Terms*, OUP, 1997.
- Shakespeare, William. *Macbeth*. Wordsworth Classics, 1992.

Course Title: Punjabi Literature-III

Course Code: BAD306

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. ਵਿਵਿਆਰਥੀ ਪੰਜਾਬੀ ਕਹਾਣੀ ਿੰੀ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ
2. ਵਿਵਿਆਰਥੀ ਿੰਿੱਖ ਿੰਿੱਖ ਕਹਾਣੀਕਾਰਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ
3. ਵਿਵਿਆਰਥੀ ਪੰਜਾਬੀ ਸਾਵਹਤ ਿੰੇ ਇਵਤਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ
4. ਵਿਵਿਆਰਥੀ ਪੰਜਾਬੀ ਸਾਵਹਤ ਿੰੇ ਰਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ

ਭਾਗ-ੳ

12 ਘੰਟੇ

ਪੰਜਾਬੀ ਕਹਾਣੀ ਨਾਲ ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ

ਭਾਗ- ਅ

12 ਘੰਟੇ

ਕਥਾਲੋਕ (ਕਹਾਣੀ ਸੁੰਗਰਵਹ) ਸੁੰਪਾਕਿ. ਡਾ. ਜਸਵਿੰਰਵਸੁੰਘ।

ਭਾਗ - ਏ

11 ਘੰਟੇ

ਪੰਜਾਬੀ ਸਾਵਹਤ ਿੰਾ ਇਵਤਹਾਸ (1700-1850)

ਸਾਵਹਤ ਿੇ ਰਪ: (ਵਕਿੱਸਾ, ਕਾਫੀ, ਿਾਰ, ਚੁੰਗਨਾਮਾ ਅਤੇ ਾਲੇਕ)।

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਹਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ , ਪਰਿਰਹਨ , ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ ਸੁੰਿਿਾਿ ਵਿਧੀ।

ਪੁਸਤਕਸੂਚੀ :

- ਜਗਬੀਰ ਵਸੁੰਘ (2008) ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿਾ ਇਵਤਹਾਸ ਆਵਿ ਕਾਲ ਤੋਂ ਭਗਤੀ ਕਾਲ ਗੁਰ ਨਾਨਕ ਿੇਂ ਯਨੀਰਿਵਸਟੀ ਅਵੁੰਮਰਤਸਰ
- ਪਰਵਸੁੰਰਿ ਵਸੁੰਘ,ਵਕਰਪਾਲ ਵਸੁੰਘ ਕਸੇਲ ਅਤੇ ਗੋਵਬੁੰਿ ਵਸੁੰਘ ਲਾਬਾਂ,(2010)ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੰਿੱਕਹਾਪ ਲੁਵਧਆਣਾ।
- ਸੁੰਤ ਵਸੁੰਘ ਸੇਖੋਂ,(1999) ਸਮੀਵਖਆ ਪਰਣਾਲੀਆਂ, ਪੁੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੰਿੱਕ ਬੋਰਡ, ਚੁੰਡੀਗੜਹ।
- ਹਰਭਜਨ ਵਸੁੰਘ ਭਾਟੀਆ ਤੇ ਵਬਕਰਮ ਵਸੁੰਘ ਘੁਮੁੰਣ, ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੀ ਇਵਤਹਾਸਕਾਰੀ ਭਾਗ- ਪਵਹਲਾ ਅਤੇ ਿਜਾ , ਗੁਰ ਨਾਨਕ ਿੇਂ ਯਨੀਰਿਵਸਟੀ ਅਵੁੰਮਰਤਸਰ
- ਡਾ. ਜਸਵਿੰਰਿ ਵਸੁੰਘ, ਕਥਾ ਲੋਕ (ਕਹਾਣੀ ਸੁੰਗਰਵਹ) ਪਬਲੀਕੇਹਨ ਵਬਉਰੋ ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ ਪਵਟਆਲਾ।
- ਬ ਟਾ ਵਸੁੰਘ ਬਰਾੜ, (2018) ਪੁੰਜਾਬੀ ਵਿਆਕਰਨ ਵਸਧਾਤਾਂ ਅਤੇ ਵਿਹਾਰ ਪੁੰਜ ਆਬ ਪਰਕਾਹਨ
- ਿੁਨੀਚੁੰਰਿ (2010) ਪੁੰਜਾਬੀ ਭਾਹਾਂ ਿਾ ਵਿਕਾਸ, ਪੁੰਜਾਬ ਯਨੀਰਿਵਸਟੀ ਵਬਉਰੋ, ਚੁੰਡੀਗੜਹ

Course Title: Hindi Literature-III
Course Code: BAD307

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

LEiw.kZ ikB~;Øe d; #fpiwoZd v/;;u mijkUr Nk= Le>u d; ;ksX; gks tk;saxs

- 1 Nk=ksa dks jhfr dky d; ukedj.k ,o ço`fr;ks; dh tkudj; gksxh
- 2 mudh x4 vkSj i4 esa fnypLih iSnk gksxh
- 3 Nk=ksa dks fganh lkfgR; d; jhfr dky d; mn; ,oa ifjfLFkfr;ksa dh tkudj; gksxh
- 4 Nk=ksa dh dYiukRed] leh{kkRed] l`tukRed "u dk fodkl gksxh

Hkkx-d

12 *kaVs

jhfrdky : bfrgkl] Lo:i] ukedj.k
jhfrdkyhu : ço`fr;k;
jhfrdkyhu : ifjfLFkfr;k ¼jktuSfrd] /kkfeZd] lkekftd] vkfFkd½

Hkkx-[k

11 *kaVs

jhfrdky ds çeq[k dfo]
jhfrdky dh jpuk;sa : jfld fç;k -ds"konkl

Hkkx-x

10 *kaVs

fcgkjh lrlb ¼çFke 20 nksgs½ -fcgkjh
lçlax O;k;k vkSj leh{kkRed ç"u

Hkkx-*k

12 *kaVs

lfU/k : ifjHkk'kk] Hksn ,oa mnkgj.k
 Loj lfU/k
 O;atu lfU/k
 folxZ lfU/k

Transactional Mode

O;k[;ku] lewg pppk] [kqyh ckrphr] ç"uksÜkj] laokn] Lo-v/;;u] leL;k lek/kku] fefJr ç.kkyh
 f"kk[kk] lgdkjh f"kk[k.k] çnr dk;]

Suggested Readings

- xqlr ¼M,-½] x.kifrpæ] ^fgUnh lkfgR; dk oSKkfud bfrgkl* ¼nks [kaM½] yd Hkkjrh çdk'ku] bykgkckn] iape laLdj.k] 1999-
- uxsæ ¼M,-½- ¼la½] ^fgUnh lkfgR; dk bfrgkl^] e;wj isij cSDl] uks,M+k] pkSchloka laLdj.k] 1997-
- prqosZnh jke Lo:i] ^Çgnh lkfgR; vkSj laosnuk dk fodkl* yksd Hkkjrh çdk'ku] bykgkckn] uoe laLdj.k] 1998-
- eaxy ykpan xqlr ^Çgnh lkfgR; dk bfrgkl*] wfuoflVh cqd lVj] d#s=] f}rh; laLdj.k] 1999-
- Hkkoqd -e.k ¼M,-½] 1997(Çgnh Hkkekk dk bfrgkl v"dk çdk'ku] fnYyh
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Course Title: Political Science-III (Introduction of the Constitution of India)

Course Code: BAD319

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. interpret the importance of political science in regular life
2. Differentiate between the various Govt. Act and their provisions
3. Analyze the composition of Indian constitution and working of the Constituent Assembly
4. Explain the historical and modern concept of political system

Course Content

Unit-I

10 Hours

Government of India Act 1919: Main provisions and criticism, Diarchy in provisions.

Government of India Act, 1935: features and criticism, provincial Autonomy.

Unit-II

12 Hours

Basic features of India's Constitution in the context of the historical background of the Indian constituent assembly.

Preamble and its importance

Centre-State relations: main recommendations of the sarkaria commission.

Unit-III

11 Hours

Human Rights: National Human Rights Commission and Punjab
Human Rights Commission
Fundamental Rights in Indian constitution.
Fundamental Duties in Indian constitution.

Unit-IV

12 Hours

President: Election, Powers, Position and Changing Role
Parliament: Composition, Powers and Role

Transactional Mode

Case Studies, Lecture, Group Discussion, Quiz, Open Talk, Self-study,
Assignmen and flipped Learning

Suggested Readings

- *Assembly, Constituent. (1949). Constitution of India." Ministry of Law and Justice, editor. New Delhi, India: Ministry of Law and Justice, India.*
- *Bose, Durgadas. (1955). Commentary on the Constitution of India. Vol. 1. SC Sarkar.*
- *Joshi, Gulabbhai Naranji. (1975) The Constitution of India. Delhi: Macmillan Company of India.*
- *Ghosh, Pratap Kumar. (1966). The Constitution of India: How it Has Been Framed. Prabhat Prakashan.*
- *G. Austin. (1966). The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press.*
- *G. Austin. (2000). Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford University Press.*
- *D.D. Basu. (1994). An Introduction to the Constitution of India, New Delhi, Prentice Hall.*
- *C.P. Bhambari. (1997). The Indian State fifty years, New Delhi, Sipra.*
- *P.Brass.(2003).Politics of India since Independence, Cambridge University Press.*
- *P. Brass. (1995). Ethnic Groups and the State, London, Croom Helm.*
- *P. Brass. (1974). Language, Religion and Politics in North India, London, Cambridge University Press.*
- *B.L. Fadia. (1984). State Politics in India, Vol. II, New Delhi, Radint Publisher.*
- *F.R. Frankel (1978). Indian Political Economy the Gradual Revolution, Oxford, Oxford University Press.*
- *R. Kothari. (1988). State against Democracy: In Search of Human Governance, Delhi, Ajantha.*
- *R. Kothari. (1970). Politics in India, New Delhi, Orient Longman.*
- *R. Kothari. (1967). Party System and Election Studies, Bombay, Asia Publishing House.*
- *Iqbal Narain. (1967) State Politics in India, Meerut, Meenakshi Parkashan.*

Course Title: History-III (National Movement)
Course Code: BAD320

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. evaluate the causes and effects of National movements, examining the historical, social, and political factors that contributed to their emergence and impact.
2. analyze the social, economic, and religious conditions of Modern India, recognizing their interplay and influence on the nation's development.
3. evaluate the significance of history in present times, understanding its role in shaping societies, identities, and decision-making processes.
4. critical discussions about the various agitations against British rule in India, analyzing their strategies, impact, and significance in the larger context of the freedom struggle.

Course Content

Unit-I

9 Hours

Cause of the downfall of Mughal Empire.
Battles of Plassy and Buxer. Administrative and Social reforms of Cornwallis, Bentinck and Dalhousie.

Unit-II

13 Hours

The uprising of 1857: Causes, results and causes of its failure.
Movements: - Social-Culture Movements, Brahmo Samaj, Arya Samaj, Singh Sabha Movement.

Unit-III

11 Hours

British Economic Policy in India-Agriculture, Rural indebtedness.
Foundation of Indian National Congress: Phases of Moderate Politics; Rise of Extremism.

Unit-IV

12 Hours

Emergence of Gandhi: Satyagraha Campaigns, Quit-India Movement, Non-Co-Operation Movement.
Maps - a) British India in 1805 A.D., b) British India in 1818 A.D., c) Important Centers of the Revolt of 1857.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, Case Studies, and **Dailogul**

Suggested Readings

- *Roberts, P.E., History of British India, PP. 129-190, 200-232, 300-309, 359-396, 582-657.*
- *IshwariPrashad. A History of Modern India, PP. 64-165, 206-274, 402-479.*
- *Subedar, S.K.Speer, P., History of Modern India.*
- *Smith, V.A. , The Oxford History of India, PP. 465-590, 654-672, 705-739, 790-838.*
- *BisheswarPrashad, Bondage and Freedom*
- *Majumdar, R.C. and, British Paramountcy and Indian Renaissance, PP.*

- 1-92,
- *Others (eds) 406-432, 467-554, 603 (Bhartiya Vidya Bhawan Publications)*
 - *Majumdar R.C. and Struggle for Freedom, PP. 17-34, 454-526, 634-679, 721-782 Others (eds.)*
 - *Majumdar R.C. and, An Advanced History of India Others (eds.)*
 - *Thompson and Garret, Rise and Fulfilment of British Rule in India*
 - *Sikri, S.L., Constitutional History of India (English, Punjabi & Hindi)*

Course Title: Sociology-III (Social Stratification)
Course Code: BAD321

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. comprehend the forms of social stratification and its positioning in society
2. familiarize with the theories of social stratification of Karl Marx and Kingsley Davis
3. develop an understanding on social institutions like marriage, family, kinship system
4. critically analyze the social aspects

Course Content

Unit-I

12 Hours

Social Stratification: Bases and forms, Theories of Social Stratification: (Karl Marx, Davis), Marriage and Family in India: Functions, Types and Changing patterns.

Unit-II

11 Hours

Class and Caste in India: Definition, features, bases, changing patterns and its difference.

Gender: Meaning, Definition, and Social Construction of Gender, Gender Inequality.

Features of Social Organization in India: Tribal, Rural and Urban, Changes in Organizations

Unit-III

12 Hours

Rural Sociology: Origin, Nature and scope, Land Reforms, Green Revolution, Using Social Impact, Assessment (SIA) in strengthening Rural Community

Unit-IV

10 Hours

Crisis in Rural Society: Rural Indebtedness: Meaning, Causes and Consequences

Farmers' suicides: Meaning, Causes and Consequences, Village Panchayats, Panchayati Raj before and after 73rd Constitutional Amendment,

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Davis, Kingsley (1978) *Human Society*, London: Mac Millan Company.
- Mair, Lucy (1972) *An Introduction to Social Anthropology*, London: Oxford Clarendon Press.
- Mujamdar, D.N. & Madam T.N. (1956) *An Introduction to Social Anthropology*, Bombay: Asian Publishing House.
- Srinivas, M.N. (1995) *Social change in Modern India*, New Delhi: Orient Longman.
- Srivastava, A.R.N. (2005) *Essentials of Cultural Anthropology*, New Delhi: Prentice Hall of India.
- Jammu, P. S. 2007. *Jaat Parnali Ate Punjabi Samaj*. Jalandhar: Punjab Academy of Social Sciences, Language and Culture.
- Marriott, McKim. 1969. *Village India: Studies in Little Community*. (ed.) Chicago: University of Chicago Press.
- Punit, A. E. 1978. *Social Systems in Rural India*. New Delhi: Sterling Publication.
- Sharma, K. L. 1997. *Rural Society in India*. Jaipur: Rawat Publication.
- Giddens, Anthony (2001) *Sociology*, London: Polity.
- Haralambos, M (1980) *Sociology: Themes and Perspective*, London: Oxford University Press.
- Jayaram, N (1988) *Introductory Sociology*, Madras: Macmillan India.
- Johnson, Harry, M. (1980) *A Systematic introduction*, Delhi: Allied Publishers.
- Beteille, Andre. 1996. *Caste, Class and Power*. New Delhi: Oxford University Press.
- Jammu, P. S. 1974. *Changing Social Structure in Rural Punjab*. New Delhi: Sterling Publishers.
- Doshi, S. L. 1999. *Rural Sociology*. New Delhi: Rawat Publications.

Course Title: Economics-III (Macroeconomic)

Course Code: BAD322

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. identifying the basic concepts and theories of Macro Economics
2. describe classical theory of employment and Keynes objection to the classical theory
3. judging the role of fiscal policy and monetary policy in a Developing Economy

4. identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy
5. elaborate Inflation and Business Cycle

Course Content

Unit-I

9 Hours

National Income and Classical System: Basic concepts of National Income accounting.

The circular flow Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost.

The measurement of National Income-Value Added Method and Expenditure Method. The problem of double counting. Basic Classical Macroeconomics; Say's Law of Market, The Classical Theory of Income and Employment determination.

Unit-II

13 Hours

Keynesian System and Investment analysis: Keynesian Theory: Effective Demand, Aggregate Demand and Aggregate Supply Function. Consumption Function: Factors influencing consumption function.

Theory of Investment: Autonomous and induced investment. Investment Multiplier its relevance in emerging economies.

Investment function: Concepts of Marginal productivity of capital, marginal efficiency of capital (MEC) and marginal efficiency of investment (MEI).

Unit-III

11 Hours

Inflation and Business Cycle: Definitions of Inflation, causes and effects of Inflation, Types of Inflation- Demand pull vs. Cost push inflation; concept of stagflation; Concept of inflationary gap.

Relationship between inflation and unemployment- The Philips curve- short and long run.

Business Cycles- Meaning, types of the business cycle, features of the business cycle, phases of business cycle.

Unit-IV

12 Hours

Macroeconomic Policies: Objectives of Macroeconomic Policies. Monetary Policy - Meaning, Instruments: Open Market Operations, Statutory Liquidity Ratio, Bank rate, variable reserve ratio, repo rate; Application in recession and inflation; Advantages and Limitations.

Fiscal Policy - Meaning, Instruments: Government Budget Deficit and Deficit Financing-Indian illustration. Deficit financing, Application in recession and inflation; Advantages and Limitations.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Durnbarg, T F and Dougal, M C (1976). *Macro Economics*, McGraw-Hill, New York.
- Sharma, O P. (Latest Edition). *Macro Economics (Punjabi Medium)*, Punjabi University, Patiala.
- Vaish, M C. (2010). *Macro-Economic Theory*, Vikas Publishing House Pvt. Ltd.
- Harvey, J and Johnson, M. *Introduction to Macro Economics*, Mc Millan, London.
- Ackley, G (1985). *Macro-Economic Theory*, Macmillan, New York.
- Baird, C W (1977). *Elements of Macro Economics*, West Publishing Company.

Course Title: Mathematics-III (Linear Algebra and Abstract Algebra)

Course Code: BAD323

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. compute with the characteristic polynomial, Eigen values, eigenvectors, and Eigen spaces, as well as the geometric and the algebraic multiplicities of an Eigen value
2. build the concrete structure of modern algebra with the basic concepts of Group, abelian group, subgroup etc. and with their properties
3. explore the concepts for understanding and analyzing more advanced topics of mathematics
4. create an understanding of rings, various types of rings, characteristic of a ring, field, skew field etc. on the previous concepts of groups

Course Content

Unit-I

10 Hours

Eigen values and Eigen vectors: Eigen vectors and Eigen values of a matrix, product of characteristic roots of a matrix and basic results on characteristic roots.

Nature of the characteristic roots of Hermitian, Skew-Hermitian, unitary and orthogonal matrices. Characteristic equation of a matrix, Cayley-Hamilton theorem and its use in finding inverse of a matrix.

Unit-II

11Hours

Definition of a group with examples and simple properties, Abelian group, Finite and infinite group, Order of a finitegroup, General properties of groups, Composition table for finite groups.

Order of an element of a group, Group homomorphism, Isomorphism on groups, theorems on

Subgroups, Closet decomposition, Cayley's theorem, Cyclic group, generating system ofgroup.

Unit-III

12Hours

Normal subgroups, Simple group, Conjugate elements, Normalizer of an element of a group, Class equation of a group, Centre of a group,

Conjugate subgroups, Invariant sub groups, Quotient group, Homomorphism and Isomorphism on groups, Kernel of a Homomorphism and related theorems.

Unit-IV

12Hours

Rings, Various types of rings, Rings with unity, Rings without zero divisors, Properties of rings, Sub rings. Ideals, Quotient rings, Principal ideals, Maximal ideals, Prime ideals, Principal ideal domains, Characteristic of a ring.

Integral domain, Field, Skew field etc., Field of quotients of an integral domain, Embedding of an integral domain in a field, Factorization in an integral domain, Divisibility, Units, Associates, Prime and irreducible elements, Unique Factorization Domain, Euclidean rings.

Transactional Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz.

Suggested Readings

- Friedberg, Stephen H., Insel, Arnold J., & Spence, Lawrence E. (2003). *Linear Algebra* (4th ed.). Prentice-Hall of India Pvt. Ltd. New Delhi.
- Hadley, G, (2002). *Linear Algebra*, Narosa Publishing House, New Delhi.
- Hoffman and Kunze, (1972). *Linear Algebra*, Prentice Hall of India, New Delhi.
- H. Helson, (1994). *Linear Algebra*, Hindustan Book Agency, New Delhi.
- Dutta, K. B. (2004). *Matrix and Linear Algebra*, Prentice Hall of India.
- S. Lang, (1987). *Linear Algebra*, Springer.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- J. B. Fraleigh, (2003). *A first course in Abstract Algebra*, Addison-Wiley.
- I. N. Herstein, (2006). *Topics in Algebra*, John Wiley & Sons.
- Thomas W Hungerford, (1990). *Abstract Algebra–An Introduction*, Saunders College Publishing.
- Joseph A Gallian, (2016). *Contemporary Abstract Algebra*, Brooks/Cole Cengage Learning.
- V. K. Khanna and S. K. Bhambri, (2014). *A course in Abstract Algebra*, Vikas Publishing House Pvt (Ltd).
- Robert J.T Bell, (1923). *An Elementary Treatise on Coordinate Geometry of three dimensions*, Macmillan India Ltd.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- P.R. Vittal, (2013). *Analytical Geometry*, 2d & 3D, Pearson.

Course Title: Sustainable Educational Practices

Course Code: OEC060

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course, the students will be able to

1. critically analyze the skills needed to survive the 21st century
2. examine the methods to promote critical thinking
3. explore the process of development of an idea
4. clarify the characteristics of a creative person

Course Content

Unit-I

8 Hours

Introduction to 21st-century skills – Definition and framework of 21st-century skills, Significance, and relevance in the education landscape, Global perspectives on the need for 21st-century skills, need and Importance, 4 'C'.

Communication: Process of communication, encoding medium and decoding, Barriers to effective communication, strategies to improve communication skills

Unit-II

8 Hours

Collaborative Learning: concept and scope, elements of collaborative learning, advantages of collaborative learning, the importance of collaboration and teamwork, Effective communication strategies for educators, Creating opportunities for collaborative learning

Reflective Practice and Professional Development - Reflecting on personal teaching practices and beliefs, Professional growth opportunities related to 21st-century skills, Action plans for continued development and implementation

Unit-III

7 Hours

Critical Thinking: Understanding critical thinking and its components, Concept, and importance of critical thinking, examples of critical thinking skills, Strategies for promoting critical thinking in the classroom, and Integrating problem-solving skills across disciplines.

Creativity: Nurturing creativity in educational settings, Techniques for fostering innovative thinking, Encouraging activities to develop creativity in students, Divergent Thinking, Characteristics of a creative person

Unit-IV

7 Hours

Digital Literacy and Information Literacy - Digital tools and resources for educational purposes, Evaluating and using information ethically, and Enhancing digital literacy skills in the classroom.

Assessing and Evaluating 21st-Century Skills - Designing assessments for measuring 21st-century skills, Authentic assessment methods and techniques, providing feedback, and promoting a growth mindset

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings

- Baron, R.A. (2007): *Psychology*. India: Porling Kindersley & Pearson Education.
- Bigge, Morris. L (1971): *Learning theories for teachers (2nd Edition)*. New York: Harper & Row.
- Chand, J. (2010): *Psychological Foundations of Education*. New Delhi, Anshah Publishing House.
- Chauhan S.S. (1978): *Advanced Educational Psychology*. Vikas Publishing House.
- Dash. M. (1994): *Educational Psychology*. New Delhi: Deep & Deep Publications.
- Dececco John, P. (1968): *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India.
- Hilgard, E.R. & Bower, S.H., (1975): *Theories of Learning*. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): *Developmental Psychology: A Life span Approach (5th Ed. New Delhi)* Tata McGraw- Hill Publishing Co. Ltd.
- Kundu, C.L. & Tutoo, D.N. (1989): *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (2006): *Advanced Education Psychology*. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): *Educational Psychology, Revised and Enlarged Text Edition*. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): *Learning and Behaviour. (4th Ed.)*. Englewood Cliffs. New Jersey; Prentice Hall
- Tuhovasy, Ian (2020) *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking (Master Your Communication and Social Skills)*. Kover to Kover Editing, New York
- Vergas, J.S. (1977): *Behaviour Psychology for Teachers*. New York: Harper Row.
- Woolfolk, A. E. (1987): *Educational Psychology (4th Ed.)* Englewood Cliffs. Prentice Hall.

SEMESTER-IV

Course Title: Assessment for Learning
Course Code: BAD401

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to

1. expand the nature of assessment and its role in teaching learning process
2. critically analyze the role of assessment at different domains of teaching
3. develop the skills of construction of testing tools
4. manage and implement assessed data

Course Content

Unit I

15 Hours

Meaning of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their interrelationships

Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties

Evaluation - Types of Evaluation, Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective based tests.

Unit II

15 Hours

Steps of Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation

Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability

Place of marks, grades and qualitative descriptions.

Role of Feedback in Improving learning and learners' development.

Unit III

15 Hours

Scoring procedure - manual and electronic, development of Rubrics

Analysis and Interpretation of Students' Performance, Processing test performance, calculation of percentages, frequency distribution, percentile Rank, measures of central tendency, graphical representations and interpreting performance

Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Unit IV

15 Hours

Existing Practices: Semester system, CCE, Grading and Choice Based Credit System.

Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity.

Non-Detention Policy, the menace of coaching.

Policy Perspectives on Assessment: NCF (2009), RTE (2009)

Emerging Practices in Assessment: Standard Based Assessment,
Online, Computer.
Based and Open Book Examinations.

Transactional Mode

Video based Teaching, Collaborative Teaching, Cooperative Teaching, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, Seminars

Suggested Readings

- Aggarwal, R.N. & Vipin Asthana (1983): *Educational Measurement & Evaluation* Agra: Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): *Statistical Methods. Concepts Application & Computation*. New Delhi: Sterling Publishers.
- Anastasi, A. (1983). *Psychological Testing*. 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agrwal Publications, Agra
- Ebel, L.R. and Frisbie, D.A. (1991). *Essentials of Educational Measurement*. New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973). *Statistics in Education and Psychology*. Bombay, Vakils Feffer and Simons.
- GOI (2009). *The right of children to free and compulsory education act (2009)* Retrieved from <http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf>.
- GOI (2011). *Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act, 2009*. GOI Retrieved from http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf.
- Kubiszyn, Tom and Borich Gary (1993). *Educational Testing and Measurement* Harper Collins college publishers
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014). *Psychological testing and Assessment*. Mc Graw Hill Education (India) Private limited.
- Sharma, R.A. (2010). *Essentials of Measurement in Education and Psychology*. R. Lal Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010). *Measurement and Evaluation in Psychology and Education*. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E. (1977). *Measurement and Evaluation on Psychology and Education*. New York, John Wiley and Sons, Inc.
- Ved Prakash, et al (2000). *Grading in school*, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

Course Title: General English
Course Code: BAD415

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. elaborate the prescribed text "Oliver twist" by Charles Dickens
2. write essay, paragraph and compared unseen passagesProficiently
3. develop sufficient vocabulary through synonyms
4. use abbreviations which are used as standards

Course Content

Unit-I **10 Hours**

Oliver Twist by CharlesDickens

Unit-II **8 Hours**

Txts Prescribed forGrammar

Oxford Practice Grammar by John Eastwood (Exercises118 to 153)

Unit-II **10 Hours**

WritingSkills – EssayWriting, ParagraphWriting, Comprehension of
UnseenPassage

Unit-III **7 Hours**

Vocabulary – Synonyms, Abbreviations.

Transactional Mode

Video based Teaching, Collaborative Teaching, Cooperative Teaching, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- *Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.*
- *Best, W. D. (1963). The Students' Companion. Longman.*
- *Tagore, R. (1910). Where the mind is without fear.*
- *Patel, R. B., & Palanpur, G. I. Rabindranath Tagore's Where the Mind is Without Fear: A Poem with Genuine Concern for the Humanities.*
- *Baig, T. A. (1974). Sarojini Naidu. Publications Division Ministry of Information & Broadcasting.*

Course Title: Genaral Hindi
Course Code: BAD416

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes:

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Course Content

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Course Title: Genaral Punjabi
Course Code: BAD417

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. ਵਿਵਿਆਰਥੀ ਲੇਖ ਵਲਖਣ ਿੰੀ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
2. ਗੁਰਮੁਖੀ ਵਲਪੀ ਿੰੀ ਮਹਿੱਤਤਾ ਤੋਂ ਜਾਣੂੰ ਹੋ ਜਾਣਗੇ।
3. ਸਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸੁੰਬੁੰਵਧਤ ਼ੁਬਿਐਲੀ ਅਤੇ ਕੁੰਵਪਊਟਰ ਿੰੀ ਿਰਤੋਂ ਕਰਨੀ ਵਸਿੱਖ ਕੇ ਵਿੰਹਾਵਰਕ ਜੀੰਨਿ ਵਿੰਚ ਲਾਗ ਕਰਨਗੇ।
4. ਪੈਰਹੇ ਪਲਕੇ ਪਰਧਨਾ ਿੰੇ ਉੱਤਰਿੰਣਿੰੀ ਜਾਂਚ ਪਰਾਪਤ ਕਰਨਗੇ

Course Contents

Bwg-a	ਪੁੰਜ- ਆਬ, (ਸੁੰਪਾ.) ਪਰੇ. ਭੁਵਪੁੰਰਿ ਵਸੁੰਘ ਖਵਹਰਾ	10 ਘੰਟੇ
Bwg-A	ਪੈਰਹਾ ਪਲਕੇ ਪਰਧਨਾ ਿੰੇ ਉੱਤਰਿੰਣੇ ਸਚਨਾ ਵਹਤ ਨੋਵਟਸ ਵਲਖਣਾ (ਸਾਵਹਤਕ, ਸਿੱਵਭਆਚਾਰਕ ਅਤੇ ਖੇਡ ਖੇਤਰ ਨਾਲ) ਸੁੰਬੁੰਵਧਤ ਮੁਹਾਿਰੇ	8 ਘੰਟੇ
Bwg-e	ਸਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੁੰਵਧਤ ਤਕਨੀਕੀ ਼ੁਬਿਐਲੀ ਕੁੰਵਪਊਟਰ, ਟ੍ਰਿੰਟਰਨੈਿੱਟ, ਸਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸੁੰਬੁੰਵਧਤ ਮੁਿੱਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਮਹਿੱਤਤਾ ਬਾਰੇ ਲੇਖ ਵਲਖਣਾ	6 ਘੰਟੇ
Bwg-ਸ	ਪੁੰਜਾਬੀ ਭਾਧਾ ਿੰਾ ਸੁਰ ਪਰਬੁੰਧ ਪੁੰਜਾਬੀ ਭਾਧਾ ਿੰੀ ਿੰਾਕ ਜੁਗਤ	6 ਘੰਟੇ

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਵਖਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਧਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ, ਪਰਿਰਧਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ, ਸੁੰਿੰਾਿ ਵਿਧੀ।

pusqk sUcl:

- ਪੁੰਜ- ਆਬ, (ਸੁੰਪਾ.) ਪਰੇ. ਭੁਵਪੁੰਰਿ ਵਸੁੰਘ ਖਵਹਰਾ (2010), ਪਬਲੀਕੇਧਨ ਵਬਊਰੇ, ਪੁੰਜਾਬ ਯ ਨੀਰਿਸਟੀ, ਚੁੰਡੀਗੜਹ
- ਜੇਵਗੁੰਰਿ ਵਸੁੰਘ ਪੁਆਰ, ਬਲਿੰਿ ਵਸੁੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਰਿ ਵਸੁੰਘ ਸੁੰਘਾ ਅਤੇ ਿੰੇਿ ਅਗਨੀਹੋਤਰੀ (1992), ਪੁੰਜਾਬੀ ਭਾਧਾ ਿੰਾ ਵਿਆਕਰਨ (ਭਾਗ-ਿੰਜਾ), ਪੁੰਜਾਬੀ ਭਾਧਾ ਅਕਾਿੰਮੀ, ਜਲਪੁੰਰ।
- ਜੈਤੇਗ ਵਸੁੰਘ (2011), ਕਵੁੰਪਊਟਰ ਸੁੰਰਚਨਾ ਅਤੇ ਵਿੰਹਾਰਕ ਿਰਤੋਂ, ਮਿਾਨ ਬੁਿੱਕ ਹਾਊਸ, ਪਵਟਆਲਾ
- ਡਾ. ਬਲਿੰਿ ਵਸੁੰਘ ਚੀਮਾ (2007), ਪੁੰਜਾਬੀ ਭਾਧਾ ਵਿਵਗਆਨ ਤਕਨੀਕੀ ਼ੁਬਿਐਲੀ ਿੰਾ ਕਧੇ, ਪਬਲੀਕਧੇਨ ਵਬਊਰੇ, ਪੁੰਜਾਬੀ ਯਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।

Course Title: English Literature-IV
Course Code: BAD405

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. cultivate critical thinking skills and imagination by engaging with English prose and poetry, encouraging analytical and creative interpretation.
2. comprehend the process of communicating and interpreting human experiences through literary representation, recognizing the power of literature in conveying and exploring diverse perspectives.
3. analyze literary texts from the Elizabethan and Romantic Periods of English literature, demonstrating an awareness of class, race, and gender as social constructs and critically examining societal norms and power dynamics within the texts.
4. develop a conceptual understanding of feminism as both a social movement and a critical tool for interpreting texts, enabling insightful analysis of gender roles, power structures, and representation in literature.

Course Content

Unit-I	11 Hours
William Shakespeare: As you Like It	
Unit-II	11 Hours
Wordsworth: The Prelude book 1	
Unit-III	11 Hours
Christopher Marlowe: The Jew of Malta	
Unit-IV	12 Hours
Mary Wollstonecraft: Vindication of the Rights of Women	

Transactional Modes

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

- *Wordsworth, William. The Prelude. Penguin, 1983*
- *Woolstone Craft, Mary. A Vindication of the Rights of Woman, Penguin Classics, 2004.*
- *Marlowe, Christopher. The Jew of Malta. Manchester University Press, 1997.*
- *Wollstonecraft, Mary. The Vindications the Rights of Woman. Broadview Literary Texts, 1997.*

Course Title: Punjabi Literature-IV
Course Code: BAD406

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. ਿਲੀਪ ਕੌਰ ਵਟਿਣਾ ਿੰੀ ਵਲਖਣ ਼ੈਲੀ ਤੇ ਜਾਣੂੰ ਹੋਣਗੇ।
2. ਪੁੰਜਾਬੀ ਨਾਿਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
3. ਸਾਵਹਤ ਿੰੇ ਰਪ ਜੀਿਨੀ ਅਤੇ ਸੈ ਜੀਿਨੀ ਿੰੇ ਤਿੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ।
4. ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੰਾ ਇਵਤਹਾਸ (1850-1947) ਤਿੱਕ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।

COURSE CONTENTS

Bwg-a

12 ਘੁੰਟੇ

ਪੁੰਜਾਬੀ ਨਾਿਲ ਨਾਲ ਮੁਿੱਢਲੀ ਜਾਣ ਪਵਹਚਾਣ।

Bwg-A

11 ਘੁੰਟੇ

ਏਹੁ ਹਮਾਰਾ ਜੀਿਣਾ (ਨਾਿਲ) ਿਲੀਪ ਕੌਰ ਵਟਿਣਾ

ਭਾਗ- e

11ਘੁੰਟੇ

ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੰਾ ਇਵਤਹਾਸ (1850-1947)

ਭਾਗ -ਸ

11 ਘੁੰਟੇ

ਸਾਵਹਤ ਿੰੇ ਰਪ, ਵਨਬੁੰਧ , ਵਨਿੱ ਕੀ ਕਹਾਣੀ, ਸਫਰਨਾਮਾ, ਜੀਿਨੀ, ਸੈ-ਜੀਿਨੀ, ਰੇਖਾ-ਵਚਿੱਤਰ ਡਾਇਰੀ

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਵਖਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਹਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ , ਪਰਿਰਹਨ , ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ, ਸੁੰਿੰਾਿੰ ਵਿਧੀ।

ਪੁਸਤਕ ਸੂਚੀ :

- ਜਗਬੀਰ ਵਸੁੰਘ (2008), ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੰਾ ਇਵਤਹਾਸ(ਆਵਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) ਗੁਰ ਨਾਨਕ ਿੰੇਿੰ ਯਨੀਰਿਵਸਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਪਰਵਸੁੰਰਿ ਵਸੁੰਘ, ਵਕਰਪਾਲ ਵਸੁੰਘ ਕਸੇਲ ਅਤੇ ਗੋਵਬੁੰਿ ਵਸੁੰਘ ਲਾਬਾਂ (2010), ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੰੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁਿੱਕ ਼ਾਪ ਲੁਵਧਆਣਾ।
- ਸੁੰਤ ਵਸੁੰਘ ਸੇਖੋਂ (1999), ਸਮੀਵਖਆ ਪਰਣਾਲੀਆ, ਪੁੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁਿੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਿਲੀਪ ਕੌਰ ਵਟਿਣਾ ਏਹੁ ਹਮਾਰਾ ਜੀਿਣਾ (ਨਾਿਲ), ਲੋਕਗੀਤ ਪਰਕਾਹਨ, ਚੰਡੀਗੜ੍ਹ ਵਮਤੀਹੀਣ
- ਡਾ. ਰਤਨ ਵਸੁੰਘ ਜਿੱਗੀ (2014), ਸਾਵਹਤ ਿੰੇ ਰਪ, ਪਬਲੀਕੇਹਨ ਵਬਉਰੇ , ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ
- ਪਰੇ. ਬਰਹਮ ਜਗੀਹ ਵਸੁੰਘ, ਰਾਜੀਰ ਕਰੋ , (2013) ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੰਾ ਇਵਤਹਾਸ, ਿੰਾਵਰਹ ਼ਾਹ ਫਾਉਡਹੋਨ, ਅੰਮ੍ਰਿਤਸਰ

Hindi Literature-IV

Course Title: **fgUnh lkgR; dk bfrgkl ¼vk/kqfuddky½**

Course Code: **BAD407**

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

lEiw.kZ ikB~;Øe d; #fpiwoZd v/;;u mijkUr Nk= le>u d; ;ksX; gks tk;saxs :-

- 1- Nk=ksa dks fganh lkfgR; d; vk/kqfud dky d; mn; ,oa ifjfLFkfr;ksa dh tkudkj gksxh
- 2- Nk=ksa dks Nk;koknh] çxfroknh ,o; ç;ksxoknh dfork dh tkudkj gksxh
- 3- Nk=k; dh fganh "kēnkoyi esa of) gksxh
- 4- Nk=ksa dh dYiukRed] leh{kkRed] LtukRed "u dk fodkl gksxh

Course Content

Hkkx-d

12 *kaVs

- vk/kqfud dky : bfrgkl] Lo:i] ukedj.k
- vk/kqfud dkyhu : ço`fr;k
- vk/kqfud dkyhu : ifjfLFkfr;ka jktuird] /kkfeZd] Lkelitd] vkfFkd½

Hkkx-[k

11 *kaVs

- HkjrsUnq ;qx : ifjfLFkfr;ka] ço`fr;k] çeq[k dfo] jpuk;
- fjosnh ;qx : ifjfLFkfr;ka] ço`fr;k] çeq[k dfo] jpuk;

Hkkx-x

10 *kaVs

- Nk;kokn dh dkO;xr : ifjfLFkfr;ka] ço`fr;k] çeq[k dfo] jpuk;sa]
- çxfrokn dh dkO;xr : ifjfLFkfr;ka] ço`fr;k] çeq[k dfo] jpuk;sa]

Hkkx-*k

12 *kaVs

- çlkn ;qx : çeq[k ys[kd] jpuk;
- "kqDy ;qx : çeq[k ys[kd] jpuk;
- uO;rj x4 fo/kk,a : vkRedFkk] thouh] y*kqdFkk] lk{kkRdkj]
- laLej.k] js[kkfp=] ;k=ko`r; Mk;jh] fjiksr;it+A

Transactional Mode

- O;k[k;ku] lewg ppk] [kqyh ckrphr] ç"uksUkj] laokn] Lo-v/;;u] leL;k lek/kku] fefJr ç.kkyh f'k{kk] lgdkjh f'k{k.k] çnr dk;]

Suggested Readings

- Hkk'kk foKku : HkksykukFk frokjh] fdrkc egy] bykgckn
- lkekU; Hkk'kk foKku : ck; lDIsuka
- Hkk'kk foKku dh Hwfedk : nsosUnzukFk "kekZ] jk/kkd'.k izdk"ku fnYyhA
- uxsaæ- M,-¼la½] fganh lkfgR; dk bfrgkl] e;wj isijcSDl] uks,M+k] pkSchloka ladj.k] 1997
- dekj]M,-çse] dfork dk oSpkfjd ifjçs;]dyedkj ifēyds'kUl]fnYyh] 2022
- "kqDy jkepaæ fganh lkfgR; dk bfrgkl] ukxjh çpkfj.kh lHkk] okjk.klh] NÙkhlok ladj.k] 2008
- prqosZnh jkeLo:i] fganh lkfgR; vkSj laosnuk dk fodkl] yksdHkkjrh çdk'ku] bykgckn] uoe ladj.k] 1998

Course Title: Political Science-IV
 (Indian Political System)
Course Code: BAD419

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. enabling the student to have fair idea on the Practice of procedure and practice of Democracy
2. analyze the functioning of various organs of Indian government such as legislature, Executive and Judiciary
3. categorize the various regional and national political parties
4. discuss the role of Caste, Religion and Regionalism in Indian Politics
5. differentiate between the powers and function of election commission vis-à-vis voting behavior

Course Content

Unit-I

10 Hours

Indian Cabinet: Prime Minister, Appointment, Powers, Position and Changing Role.

Supreme Court: Composition, Powers and role in the Indian Constitutional Process

Unit-II

13 Hours

Nature of Party System in India: A critical evaluation.

National Political Parties (Indian National Congress and BJP): their Organization, Ideology and electoral performance

Pressure Groups in Indian Politics and their Role.

Unit-III

10 Hours

Role of Religion in Indian Politics.

Impact of Caste and Regionalism in Indian Politics.

Unit-IV

12 Hours

The Election Commission: Composition, Powers and Role.

Electoral Reforms in India

Determinants of voting behavior in India.

Foreign Policy of India

Transactional Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment, Dialogue, Collaborative learning, Role Play

Suggested Readings

- *Assembly, Constituent. (1949) "Constitution of India." Ministry of Law and Justice, editor. New Delhi, India: Ministry of Law and Justice, India.*
- *Bose, Durgadas. (1955). ed. Commentary on the Constitution of India. Vol. 1. SC Sarkar.*
- *Joshi, Gulabhai Naranji. (1975.) The Constitution of India. Delhi:*

Macmillan Company of India.

- Ghosh, Pratap Kumar. (1966). *The Constitution of India: How it Has Been Framed*. Prabhat Prakashan.
- Puneeth, P. & V. N. Shukla. (2008). *Constitution of India*.
- G. Austin. (1966). *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press.
- G. Austin. (2000). *Working of a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press.
- D.D. Basu. (1994). *An Introduction to the Constitution of India*, New Delhi, Prentice Hall.
- C. P. Bhambari. (1997). *The Indian State fifty years*, New Delhi, Sipra.
- P. Bras. (2003). *Politics of India since Independence*, Cambridge University Press,
- P. Brass. (1995). *Ethnic Groups and the State*, London, Crook Helm.
- P. Brass. (1974). *Language, Religion and Politics in North India*, London, Cambridge University Press.
- B.L. Fadia. (1984). *State Politics in India, Vol. II*, New Delhi, Radint Publisher.
- F.R. Frankel. (1978). *Indian Political Economy* oxford university press.
- R. Kothari. (1988). *State against Democracy: In Search of Human Governance*, Delhi, Ajantha.
- R. Kothari. (1970). *Politics in India*, New Delhi, Orient Longman.
- R. Kothari. (1967). *Party System and Election Studies*, Bombay, Asia Publishing House.
- Iqbal Narain. (1967). *State Politics in India*, Meerut, Meenakshi Parkashan,
- M.V. Pylee. (1977). *Constitutional Government in India*, Bombay, Asia Publishing House.

Course Title: History-IV (History of Sikhism)
Course Code: BAD420

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. evaluate the various concepts present during the Gurus Period, gaining a comprehensive understanding of their significance and implications.
2. synthesize information regarding the political, social, and religious issues prevalent during the Gurus Period, recognizing their interconnectedness and impact.
3. critical discussions about the social conditions of Punjab during the Gurus Period, examining factors such as caste, gender, and social hierarchies.
4. provide detailed information about the religious landscape in Punjab during the Gurus Period, considering the various religious traditions,

practices, and influences.

Unit-I **12 Hours**

Sources: Main Sources of Punjab History.

Guru Nanak Dev: His Teachings; Evaluation of Sikhism 1539-1606
(from Guru Angad to Guru Arjun Dev Ji)

Unit-II **10 Hours**

Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur.

Guru Gobind Singh: Creation of the Khalsa and its Significance.

Unit-III **11 Hours**

Relations of Sikh Gurus with Mughals, 1605-1708.

Banda Bahadur and establishment of Independent rule of the Sikhs;
causes of his ultimate failure.

Unit-IV **12 Hours**

Sikh Struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and Adina Beg.

Maps:

- a) Battle of Guru Gobind Singh. b) Military exploits of Banda Bahadur.
- c) Important places connected with the Sikh Gurus in the Punjab.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies, Dialogue Mode.

Suggested Readings

- *Banerjee, Indu Bhushan, Evaluation of the Khalsa, Vol. I & II (English & Punjabi)*
- *J.S. Grewal, New Cambridge History of India; The Sikhs of the Punjab*
- *Joginder Singh &, Punjab da Itihas (Punjabi)*
- *Prithipal Singh Kapoor Bhagat Singh, Punjab da Itihas (Punjabi), PP. 34-506*
- *Arora, A.C., Punjab da Itihas (Punjabi & Hindi)*
- *Gurcharan Singh &, History of the Punjab (Punjabi & Hindi)*
- *Gandhi S.S., Khushwant Singh, History of the Sikhs, Vol. I*
- *Arora, A.C., Atlas of the Punjab History (English, Punjabi & Hindi), PP 2-26*
- *Verma, D.K., Guru Gobind Singh on Canvas of History (English).*

Course Title: Sociology-IV (Social Change)
Course Code: BAD421

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. develop skills to understand the causes and development of social change
2. familiarize with the theoretical perspectives of social stratification
3. explain social discrimination on the basis of power and gender in Indian society
4. analyze the changing patterns in caste system and development policies in India
5. analyze the dynamics of rural, peasant and agrarian life
6. elucidate the socio- political structure and development programs in rural society

Course Content

Unit-I

12 Hours

Social Change: Meaning, definition, features Types of social change: Evolution, Revolution, Progress and Development (concept and feature).

Unit-II

11 Hours

Process of social change: Features of Industrialization, Modernization, Globalization, Westernization.

Unit-III

12 Hours

Definition and meaning of development, Social growth and development
Social development and social indicators, Environment and Development, Sustainable development

Unit-IV

10 Hours

Development programs in India: Five-year plans, Community Development Program (CDP), Panchayati Raj and its impact on women empowerment.

Transactional Mode

Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- *Desai, A.R. 1985. India's path of development: A Marxist approach. Bombay: Popular Prakashan.*
- *Dube, S C. 1998. Modernization and development. Vistaar Publisher: New Delhi.*
- *Giddens, A. 1990. The consequences of modernity. Cambridge: Polity press*

- Moor, W. and Robert, C. 1967. *Social change*. New Delhi: Prentice Hall.
- Sharma, S L. 1986 *Development: Socio-cultural development*. Rawat Publications, Jaipur.
- Singh Sukhdev. 1997. *PenduSamaaj ate Pendu Vikas*. Patiala: Publication Bureau Punjabi University.
- Srinivas, M.N. 1966. *Social change in modern India*. Berkley: University of Berkley.

Course Title: Economics-IV
(Economics and finance)
Course Code: BAD422

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. explain the nature of public finance and difference between the private and public finance
2. elucidate the concepts of Balance of Payments and foreign exchange rate
3. identify the tax structure in India
dDescribes the achievements of World Bank, SAARC and IMF
4. understand the importance of Economics in daily life

Course Content

Unit-I

12 Hours

Introduction to Public Finance and Taxes: Public Finance: Nature and Scope; Public, Private and Merit Goods. Social Goods and Market Failure; Principle of Maximum Social Advantage.

Tax: Meaning and Classification of Taxes; Structure of Public Budget. Allocation of Tax Burden-Benefit and Ability to Pay Theories; Incidence and Shifting of Tax Burden, Dead Weight Loss. Major Taxes in India; Goods and Services Tax (GST) in India: Concept and Structure

Unit-II

10 Hours

Public Expenditure & Public Debt: Public Expenditure: Meaning and Importance, Wagner's Hypothesis.

Classification of Public Expenditure, Reasons for the Growth of Public Expenditure, Trends in India's Public Expenditure.

Public Debt-Sources and its Impact on Economic Growth, Debt Redemption, Fiscal Federalism in India.

Unit-III

11 Hours

Introduction and International Trade Theories: International Economics: Meaning, Scope and Importance; Need for Separate Theory of International Trade.

Pure Theory of International Trade: Absolute Cost Advantage Theory, Comparative Cost Advantage Theory, Opportunity Cost Theory,

Heckscher-Ohlin Theory, Leontiff Paradox. Concepts of Terms of Trade; Doctrine of Reciprocal Demand, Offer Curves; Singer-Prebisch Thesis.

Unit-IV

12 Hours

Foreign Exchange and Balance of Payment: Meaning of Foreign Exchange; Exchange Rate; Exchange Rate System: Fixed vs. Floating Exchange Rate Policy; Exchange Rate Determination: Purchasing Power Parity Theory Demand and Supply Theory.

Balance of Payments: Concept and Components, Disequilibrium in Balance of Payments, Balance of Payments Adjustment. Free Trade and Protection: Arguments for and against; Methods of Protection.

GATT & WTO: Functions and Agreements; IMF: Objectives, Functions and Achievements; World Bank Objectives, Functions and Performance.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Musgrave, A R and Musgrave, P B (1976). Public finance in Theory and Practice, McGraw Hill, International Student's Edition.*
- *Kindleberger, C P (1977). International Economics, Richard Irwin Homeswoodllinios, Indian Edition.*
- *Soderston, B O (1990). International Economics, Macmillan Press Ltd.*

Course Title: Mathematics –IV (Complex Analysis)

Course Code: BAD423

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. acquire the basic ideas of analysis for complex functions in complex variables with visualization through relevant practical situations
2. understand the significance of differentiability of complex functions leading to the understanding of Cauchy-Riemann equations
3. evaluate the contour integrals and understand the role of Cauchy-Goursat theorem and the Cauchy integral formula
4. expand some simple functions as their Taylor and Laurent series, classify the nature of singularities

Course Content

Unit-I

12 Hours

Analytic Functions and Cauchy-Riemann Equations: Functions of complex variable.

Mappings; Mappings by the exponential function, Limits, Theorems on limits, Limits involving the point at infinity, Continuity, Derivatives.

Differentiation formulae, Cauchy-Riemann equations, Sufficient conditions for differentiability; Analytic functions and their examples.

Unit-II **12 Hours**

Elementary Functions and Integrals: Exponential function, Logarithmic function, Branches and derivatives of logarithms, Trigonometric function, Derivatives of functions, Definite integrals of functions, Contours, Contour integrals and its examples, Upper bounds for moduli of contour integrals.

Unit-III **10 Hours**

Cauchy's Theorems and Fundamental Theorem of Algebra: Antiderivatives, Proof of antiderivative theorem, Cauchy-Goursat theorem, Cauchy integral formula; An extension of Cauchy integral formula, Consequences of Cauchy integral formula, Liouville's theorem and the fundamental theorem of algebra.

Unit-IV **11 Hours**

Series and Residues: Convergence of sequences and series, Taylor series and its examples; Laurent series and its examples, Absolute and uniform convergence of power series, Uniqueness of series representations of power series, Isolated singular points, Residues, Cauchy's residue theorem, residue at infinity; Types of isolated singular points, Residues at poles and its examples.

Transactional Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz, Case analysis.

Suggested Readings

- *Brown, James Ward, & Churchill, Ruel V. (2014). Complex Variables and Applications (9th ed.). McGraw-Hill Education. New York.*
- *Bak, Joseph & Newman, Donald J. (2010). Complex analysis (3rd ed.). Undergraduate Texts in Mathematics, Springer. New York.*
- *Zills, Dennis G., & Shanahan, Patrick D. (2003). A First Course in Complex Analysis with Applications. Jones & Bartlett Publishers, Inc.*
- *Mathews, John H., & Howell, Russell W. (2012). Complex Analysis for Mathematics and Engineering (6th ed.). Jones & Bartlett Learning. Narosa, Delhi. Indian Edition.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

Course Title: Mental Health and Metal Wellbeing
Course Code: BAD418

L	T	P	Credits
2	0	0	2

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. evaluate the significance of mental health, understanding its importance in individual well-being and overall quality of life.
2. explore the dimensions of wellbeing in various aspects, such as physical, emotional, social, and cognitive domains, and recognize their interconnectedness.
3. utilize the value of good physical health as a foundational element in promoting and maintaining overall well-being, including mental health.
4. analyze different states of emotional well-being, considering factors such as emotional intelligence, resilience, and the impact of environmental and personal influences.

Course Content

Unit-1 **8 Hours**

Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness

Unit-II **7 Hours**

Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience, Need, Importance and Enhancing strategies.

Unit-III **8 Hours**

Mental Health: Concept and Objectives, Factors effecting Mental Health Strategies to maintain mental health, Neead of teaching mental health in schools and colleges

Unit-IV **7 Hours**

Physical Wellbeing: Concept and issues related to Health, Fitness and Exercise, Need and Importence, Enhancing strategies

Transactional Mode

Simulation, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B. Company.
- Crow, L. D., Crow, &Aline. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.

- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.

Course Title: Psychological health and Resilience

Course Code: BAD424

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

1. After Completion of this course, the Learner will be able to:
2. Understand the concepts of mental health and wellness.
3. Identify factors that contribute to psychological well-being.
4. Explore different psychological disorders and their impact on health.
5. Learn strategies for stress management and emotional regulation.
6. Develop skills for enhancing personal wellness and supporting others.

Course Content

Unit I

12 Hours

- Historical perspectives on mental health, Overview of course objectives and expectations.
- Psychological Health/Hygiene: Concept and Objectives, Factors effecting Mental Health Definitions of health and wellness

Unit II

12 Hours

- Positive psychology, Maslow's hierarchy of needs, Self-determination theory
- Mental health in different populations (children, elderly, etc.) Cultural considerations in mental health. Technology and mental health (teletherapy, apps, etc.) Ageing Characteristic of physically healthy behavior; Exercise and Nutrition.

Unit III

11 Hours

- Physical Wellbeing: concept and issues related to Health, Fitness and
- Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience.
- Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness

Unit-IV

10 Hours

- Assessing personal health and wellness, setting realistic goals, Creating a comprehensive wellness plan, Yoga: History and Objectives; Guidelines for Yogic Practice.
- Ashtang Yog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Shatkarm,

Mudra,

- Bandh, Dharna and Dhyaan

Transactional Mode

- Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- Bahadur, M. (1995). Mental health in theory and practice. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). Mental health in education. Boston: Allyn and Bacon Inc.
- Carroll, H. A. (1975). Mental hygiene: The dynamic of adjustment (3rd Ed.). Chicago Press.
- Garg, B. R. (2002). An introduction to mental health. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). Introduction to counseling and guidance. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). Psychology and mental health. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). Guidance and counselling. New Delhi: Centrum Press.
- Naik, D. (2007). Fundamentals of guidance and counselling. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). Guidance and counselling. New Delhi: A.P.H. Publishing Corporation.
- Sinha, A.K., & Dutt. (1982). The concept of mental health in India and western psychologies. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). Mental health through education. New Delhi: Vision Books Publications.
- Suraj, B. (1952). Towards a happier education. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). The psychology of mental health. New York: The Ronald
- Wolberg, L. R. (1995). The techniques of psychotherapy. London: Jason Aronson Inc.

SEMESTER-V

Course Title: Health Yoga and Physical Education
Course Code: BAD526

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. enhance the knowledge and understanding of mental and physical health as well as fitness
2. develop understanding about the nature of injuries and to take care during emergencies and provide first aid
3. acquire knowledge of common communicable diseases
4. elaborate the diet modification in the treatment of underweight and obesity

Course Content

Unit-I

10 Hours

Physical Education: concept, aim and objectives, Modern concept of Physical Education, Need and importance of Physical Education. Health Education: Concept and objectives of Health Education, Importance and Principles of Health Education, School health Program: Health services, Health supervision and instructions.

Unit II

11 Hours

Contemporary Health problems: Drug Abuse, Alcoholism, smoking-tobacco, obesity, stress.
Nutrition: Element of balanced diet, food habits, Malnutrition.

Unit III

12 Hours

First Aid: Concept and importance of first Aid. First Aid Kit.
Posture: Meaning, Importance of Good posture, Causes of Poor Posture, Common Postural Deformities, preventive measures and remedial Exercises

Unit IV

12 Hours

Yoga: modern concept, need, importance and principles.
Recreation: concept, importance of recreation program in school curriculum.
Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, Chickenpox, Typhoid.

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- Dhanajoy, S., and Seema, K. (2007). *Lesson planning: Teaching methods and class management in physical education*. New Delhi: Khal Sahitya Kendra.
- Nash T.N. (2006). *Health and physical education*. Hydereabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). *Method of teaching physical education*. New Delhi: Discovery Publishing house.
- Sachdeva, M. S. (2006). *School organisation, administration and management*. Ludhiana: Dandon Publication.
- Chandra, S., Sothi, and Krishnan. P. (2005). *Health education and physical education*. Delhi: Surject Publications.
- Mangal, S. K. (2005). *Health and physical education*. Ludhiana: Tandon Publication book market.
- Hedge, (1997). *How to maintain good health*. New Delhi: UBPSD Publishers.
- Kanele., B. S., and Kumar, C. P. (1996). *Text book on health and physical education*. Ludhiana: Kalyana Publishers.
- Reema, K. (1996). *Physical fitness*. New Delhi: Khel Sahitya Sports Publication.
- Dambrosa, D., and Robert, D. (1993). *Prevention and treatment and running injuries*. New Jersey: Slack Incorpor Road.
- Charles, B. A. (1992). *Foundation of physical education and sport*. New Delhi: B1 Publication.
- Eriksson, O. B. (1990). *Sports medicine, health and medication*. Enfield: Guninness Publishing Road.

Course Title: Basics of Research
Course Code: BAD502

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. explain the meaning, nature and types of research
2. conduct action research in their initiations
3. understand and develop the hypothesis in research
4. describe the meaning and types of research tools

Course Content

Unit: I	10 Hours
Educational Research: Meaning, Nature and Scope Types of Research: Pure, Applied and Action research	
Unit: II	10 Hours
Action Research: Meaning, Need and Characteristics Steps of Action Research	
Unit: III	10 Hours
Hypotheses: Meaning, Types Variables: Meaning, Type	

Unit: IV**15 Hours**

Sampling Techniques: Meaning and its types

Research tools: Meaning and type

Transactional Mode

Lecture cum discussion, Seminar, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning and Cooperative Learning

Suggested Readings

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in Education*. Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Newby, P. (2014). *Research Methods for Education*. New York: Routledge Publications.
- Richards, L., & Morse, J.M.(2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.

Course Title: Language across the Curriculum**Course Code: BAD503**

L	T	P	Credits
2	0	0	2

Total Hours: 30**Course Outcomes**

On the completion of the course the students will be able to

1. design the curriculum for teacher and learners' usage
2. inculcate the communication skills in the students
3. develop language skills: Oracy, writing, Reading and listening
4. determine the effectiveness of self study and reference skills

Course Content

Unit I 12 Hours

Language across the curriculum: meaning, origin and objectives.
Language as a means of construction of reality
Language and experience

Unit II 8 Hours

Concept formation
Language of textbooks in different courses

Unit III 10 Hours

Oracy, listening, reading and writing
Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;

Unit IV 15 Hours

School language and home language; Language as an aspect of teacher-child relationship
Distinction between language as a school-subject and language as a means of learning and communication

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brainstorming, Role Play, Demonstration, Project Based Learning, Ted Talks, Quiz.

Suggested Readings

- Halliday, M. A. K. (1978). *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.
- Trudgill, P. (1992). *Introducing language and society*. London: Penguin.
- Wardhaugh, R. (1986). *Introduction to Sociolinguistics (2nd ed.)*, Cambridge: Blackwell
- Reid, T. B. (1956). *Linguistics, structuralism, philology*", *Archivum Linguisticum*
- Swales, J. (1990). *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

Course Title: English Literature-V

Course Code: BAD505

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. develop deep understanding of the language
2. critically analyze and evaluate British literature
3. show familiarity with major literary works by British writers of 19th century

4. exercise their ability to think clearly and cogently
5. construct an argument in writing, state facts clearly and cogently and recognise and use the formats of different forms of writing like letters and essays

Course Content

Unit-I	11 Hours
Murder in Cathedral: T. S. Eliot	
Unit-II	12 Hours
The Subjugation of Women by J. S. Mill	
Unit-III	11 Hours
Mayor of Casterbridge – Thomas Hardy	
Unit-IV	11 Hours
Vanity Fair: William Makepeace Thackeray	

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

- Abrams, M.H. *A Glossary of Literacy Terms*, Cengage Learning India, 2015.
- Mill, J.S. *The Subjugation of Women*. CreateSpace Independent Publishing Platform, 2017.
- Hardy, Thomas. *The Mayor of Caster bridge: The Life and Death of a Man of Character*. Penguin Books, 1997.
- *Twentieth Century Reader's Guide to Literacy Terms*, OUP, 1997.
- Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. Oxford University Press, 2004.

Course Title: Punjabi Literature-V
Course Code: BAD506

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. ਰੇਖਾ ਵਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
2. ਸਾਵਹਤ ਿੇ ਇਵਤਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
3. ਆਧੁਵਨਕ ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
4. ਬਲਿੰਤ ਗਾਰਗੀ ਿੀ ਵਲਖਣ ਼ੈਲੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ	10 ਘੰਟੇ
ਰੇਖਾ ਵਚਿੱਤਰ ਅਰਥ, ਪਵਰਭਾ਼ਾ ਅਤੇ ਸੁੰਕਲਪ	

ਭਾਗ-ਅ 15 ਘੰਟੇ

ਹੁਸੀਨ ਵਚਰੇ (ਰੇਖਾ ਵਚਿੱਤਰ) ਬਲਿੰਤ ਗਾਰਗੀ।

ਭਾਗ-ੲ 10 ਘੰਟੇ

ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿਾ ਇਵਤਹਾਸ (1947 ਤੋਂ 2000 ਤੱਕ)

ਭਾਗ-ਸ 10 ਘੰਟੇ

ਸਾਵਹਤ ਪਵਰਭਾਭਾ ਅਤੇ ਤਿੱਤ, ਸਾਵਹਤ ਪਰਵਕਰਤੀ ਅਤੇ ਪਰਯੋਜਨ, ਸਾਵਹਤ ਤੇ ਸਮਾਜ, ਸਾਵਹਤ ਤੇ ਭਖਸੀਅਤ, ਸਾਵਹਤ ਤੇ ਮਨੋਵਿਵਗਆਨ।

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਵਖਆ ਵਿਧੀ, ਸਮਿੱਵਸਆ ਹਿੱਲ, ਵਮਭਰਤ ਵਸਖਲਾਈ, ਸਮ ਹ ਚਰਚਾ, ਪਰਿਰਭਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ, ਸੁੰਿੰਗਿ ਵਿਧੀ।

Suggested Readings

- ਜਗਬੀਰ ਵਸੁੰਘ ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿਾ ਇਵਤਹਾਸ (2008) (ਆਵਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) ਗੁਰ ਨਾਨਕ ਿੇਿ ਯਨੀਰਿਵਸਟੀ, ਅੰਮਰਵਤਸਰ।
- ਪਰਵਸੁੰਰਿ ਵਸੁੰਘ, ਵਕਰਪਾਲ ਵਸੁੰਘ ਕਸੇਲ ਅਤੇ ਗੋਵਬੁੰਿ ਵਸੁੰਘ ਲਾਂਬਾ, (2010) ਪੁੰਜਾਬੀ ਸਾਵਹਤ ਿੀ ਉਤਪਤੀ ਤੇ ਿਵਕਾਸ, ਲਾਹੌਰ ਬੁਿੱਕ ਭਾਪ ਲੁਵਧਆਣਾ।
- ਸੁੰਤ ਵਸੁੰਘ ਸੇਖੋਂ, ਸਮੀਖਵਆ ਪਰਣਾਲੀਆਂ, (1999) ਪੁੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁਿੱਕਬੋਰਡ, ਚੰਡੀਗੜਹ।
- ਬਲਿੰਤ ਗਾਰਗੀ, (2018) ਹਸੀਨ ਵਚਰੇ, ਨਿਯੁਿੱਗ ਪਬਲਵਭਰੇ ਨਿੀ ਵਿਿੱਲੀ 2018.

Course Title: Hindi Literature-V

fgUnh lkfgR; ¼vk/kqfuddky dk x4 lfgR;!

Course Code: BAD507

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

lEiw.kZ ikB-;Øe d; #fpiwoZd v/;;u mijkUr Nk= le>u d; ;ksX; gks tk;saxs :-

- 1- Nk=ksa dks fganh lkfgR; d; vk/kqfud dky d; mn; ,oa ifjfLFkfr;ksa dh tkudlj; gksxh
- 2- Nk=k; dks jkeV'Hkkekk fganh esa dFkk lkfgR; dh tkudlj; gksxh
- 3- Nk=k; dh dgkuh fo/kk esa #fp mRiUu gksxhA
- 4- fuca/k lkfgR; ys[ku }kjk mudh dYiukRed ,oa l`tukRed "kfuv; dk fodkl gksxk

Course content

Hkkx-d

12 *kaVs

- miU;kl : ifjHkk'kk] Hksn ,o rfUod leh{kk
- çeq[k miU;kldkj ,o jpuks;sa

Hkkx-[k

11 *kaVs

- dgkuh : ifjHkk'kk ,o rfUod leh{kk
- çeq[k dgkuhdkj ,o jpuks;sa

Hkkx-x

10 *kaVs

- fucU/k : Lo#i] Hksn] ifjHkk'kk ,oa rÙo
- çeq[k fucU/kdkj ,o jpuksa

Hkkx-*k

12 *kaVs

- ukVd vkSj ,dldh : mRifÙk] Lo#i] ifjHkk'kk ,oa rkfÙod leh{kk]
- çeq[k ukVddkj ,o jpuksa

Transactional Mode:

O;k[;ku] lewg ppki] [kqyh ckrphr] ç'uksÙk] Laokn] Lo-v/;;u] leL;k lek/kku] fefJr ç.kkyh f'k{kk] lgdkjh f'k{k.k] çnr dk;Z]

Suggested Readings

- xqlr ¼M,-½] x.kifrapæ^fganh lkfgR; dk oSKkfud bfrgkl* ¼nks[kaM½]yksdHkkjrh çdk'ku] bykgkckn] iape laLdj.k] 1999
- flag] M,- ukeoj] dfork d: u;s çfreku] jktdey çdk'ku] 2009
- uxsæ M,-¼la½] fganh lkfgR; dk bfrgkl] e;wj isijcSDl] uks,M+k] pkSchloka laLdj.k] 1997
- dekj] M,- çse] dfork dk oSpkfjd ifjçs{;} dyedkj ifēyds'kUl] fnYyh] 2022
- kqDy] jkepaæ] fganh lkfgR; dk bfrgkl] ukxjh çpkfj.kh lHkk] okjk.klh] NÙkhlok; laLdj.k] 2008
- prqosZnh jkeLo:i] fganh lkfgR; vkSj Laosnuuk dk fodkl] yksdHkkjrh çdk'ku] bykgkckn] uoe laLdj.k] 1998
- eaxyjyky panxqlr fganh lkfgR; dk bfrgkl] ;wuoFlZVh cqd LVj] d{#ks=} f}rh; laLdj.k] 1999

Course Title: Political Science-V (Comparative Government and Politics)

Course Code: BAD528

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. explain government structure and policies of UK and US
2. differentiate between the various constitutional arrangements
3. analyze the distinct features of US political system
4. criticize and classifies the US and UK Political System

Course Content

Unit-I 13 Hours

Comparative Politics: Meaning, Significance, Evolution, Nature
Comparative Method: Problems of comparative political analysis.

Unit-II 12 Hours

Main features of the British Political System, British Political Traditions, and Monarchy.
Features of U.S. Political system
Executive in America-The President: - Election and powers

Unit-III 11 Hours

British Parliament-House of Lords, House of Commons,
American Congress- Senate, House of Representative.
Political Parties U.K. and U.S.A.

Unit-IV 9 Hours

Pressure Groups – U.K. and U.S.A.
Judicial system and judicial review in United States of America,
Judicial system and rule of law in U.K.

Transaction Mode

Dialouge Mode, Team Teaching, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- Baker, Donald G. (1971). *"Political Socialization: Parameters & Predispositions."*
- Meyer, David S, and Deana A. Rohlinger. (2012). *"Big books and social movements: A myth of ideas and social change." Social problems.*
- Lefort, Claude, and David Macey. (1988). *Democracy and political theory. Vol. 225. Cambridge: Polity Press.*
- Cohen, Jean L., and Andrew Arato. (1994). *Civil society and political theory. MIT press.*
- Carnoy, Martin. (2014). *The state and political theory. Princeton university press.*
- Robert A. Dahl. (1972). *Modern Political Analysis, Prentice Hall, New Delhi.*
- Davies & Lewis. (1972). *Models of Political Systems, Vikas, New Delhi.*
- Stephen L. Wasby. (1972). *Political Science: The Discipline and its Dimensions, Scientific Book Agency.*
- B.L. Fadia. (1984). *State Politics in India, Vol. II, New Delhi, Radint Publisher.*
- Laxmikant, M. (2013). *Indian Polity, Mchraw Hill Education, New Delhi.*
- R. Kothari. (1988). *State against Democracy: In Search of Human Governance, Delhi, Ajantha.*

- R. Kothari. (1970). *Politics in India*, New Delhi, Orient Longman.
- Nirja G., P. B. Mehta. (2010). *The Oxford Companies to Politics in India*, Oxford University Press.
- M.V. Pylee. (1977). *Constitutional Government in India*, Bombay, Asia Publishing House.
- M.V. Pylee. (1998). *An Introduction to the Constitution of India*, New Delhi, Vikas

Course Title: History-V
(History of Punjab before Indpendence)
Course Code: BAD529

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. evaluate the various functions and working systems of Sikhs, gaining a comprehensive understanding of their organizational structures and practices.
2. investigate the knowledge of learners about Ranjit Singh, the Sikh ruler, and his contributions to Sikh history and governance.
3. Express the significant works and contributions of Johan Lawrence as Chief Commissioner, evaluating his role and impact on the administration of Punjab.
4. analyze the relationship between the British and Sikhs in Punjab, examining the dynamics, interactions, and consequences of this historical association.

Course Content

Unit-I 13 Hours

Evolution and Functions of Dal Khalsa, Gurmatta and RakhiSystem. Misals; Nature, Civil & Military Organization.

Unit II 10 Hours

The establishment of Ranjit Singh's Kindgdom: Conquests of Lahore, Multan, Kashmir andPeshawar.
 Relations between Ranjit Singh and the British (1800-1839)

Unit III 12 Hours

Central and Provincial Administration and Military System of Ranjit Singh.
 Anglo-Sikh War and the Annexation of the Punjab.

Unit IV 10 Hours

Explainsion and consolidation of the British Empire.
 Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.
 Maps:

- a) Kingdom of Ranjit Singh (1839 A.D.)
- b) Battles of first Anglo Sikh-War
- c) Battle of Second Anglo-Sikh War.

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- *Sinha, N.K. Ranjit Singh (English & Punjabi)*
- *Hasrat, B.J. Life and Times of Ranjit Singh (English)*
- *Singh, K. History of the Sikhs, Vol.-II*
- *Singh, K. Ranjit Singh-Maharaja of the Punjab*
- *Singh, F. Some Aspects of State and Society under Ranjit Singh*
- *Chhabra, G.S. Advanced History of the Punjab, Vol-II*
- *Cunningham, J.D. History of the Sikhs*
- *Kirpal Singh. Partition of the Punjab (English & Punjabi)*
- *Ganda Singh. (Ed.). Punjab (Bhai Jodh Singh Abhinandan Granth)*
- *Arora, A.C. Punjab Da Itihas (Punjabi)*
- *Narang, K.S. & Gupta, History of the Punjab (English, Punjabi & Hindi) H.R.*
- *Gurcharan Singh and Gandhi, S.S. Punjab Daltihis (Punjabi)*
- *Arora, A.C. Atlas of Punjab History (English, Punjabi & Hindi)*
- *Arora, A.C. (Ed.) Punjab Dhan Lok Leharan (Punjabi).*

Course Title: Sociology-V (Social Thinkers)

Course Code: BAD530

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. comprehend the process of socialization, its agencies and major theories
2. familiarize with the theories of social evolution
3. describe the perspectives of Emile Durkheim and Mahatma Gandhi
4. exemplify the societal structure of different sociologists

Course Content

Unit-I

12 Hours

Positivism: Comte's Law of three stages, Social Static & Dynamics, Evolutionism- Spencer's Evolutionary Approach.
Conflict: Marx's concept of Dialectical Historical Materialism, Class & Class Conflict, Coser's Approach to Social Conflict.
Personality: Meaning, Nature, Biological, Social and Cultural Factors in Personality Development

Unit-II

11 Hours

Emile Durkheim: Social Facts, Sociology of Religion, Division of Labor, Organic and Mechanical Solidarity, Types of Suicide.
Karl Marx: Dialectical Materialism, Theory of Class Struggle, Alienation, Max Weber: Ideal Type, Verstehen, Bureaucracy

Unit-III**12 Hours**

Radha Kamal Mukherjee: Personality, Society, Values; Civilization, D.
P. Mukerji: Tradition and Modernity; Middle Class

Unit-IV**10 Hours**

Mahatma Gandhi: Non-violence; Satyagraha, Swaraj, Sarvodaya, B. R.
Ambedkar: Social Reconstruction; Caste and Its Critique

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Abraham, F and Morgan J.H. 1985. *Sociological Thought*. Delhi: MacMillan India.
- Haralambos, M. 1998. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
- Jammu, P.S. and Bhatnagar, G.S. (Eds). 1989. *SamajVigyanikSidhant (SamajikVigyanPattar No. 26, 27, 28)*. Punjabi University, Patiala.
- Abraham, Francis. 1982. *Modern Sociological Theory*. Delhi: Oxford University Press.
- Aron, R. 1965. *Main Currents in Sociological Thought, Vol- (1 & 2)* London: Penguin Books.
- Gandhi, M.K. 1946. *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan.
- Timasheff, N.S. and Theodorson, G. 1976. *Sociology Theory*, New York: Random House.
- Mann, Michael (Ed) 1994. *Macmillan Student Encyclopedia of Sociology*. London: Macmillan Press.
- Zeitlin, I.M. 1969. *Ideology and the Development of Sociological Theory*. New Delhi: Prentice Hall

Course Title: Economics-V (Function and Operation in Economics)

Course Code: BAD531

L	T	P	Credits
3	0	0	3

Total Hours: 45**Course Outcomes**

On the completion of the course the students will be able to

1. acquaint the student teachers with the concept of sets and simple applications
2. develop the understanding of matrices and central economy and applications
3. analyze data to solve complex economic problems

4. demonstrate the skills to perform all the methods with detail and with good explanation

Course Content

Unit-I 13 Hours

Elementary Idea of Sets and Function: Simple Derivation.
Differentiation of simple Functions-Polynomial (x), Exponential (ax, ex)
Logarithm (log x). Simple applications of derivative in Economics,
Function, Limit & Continuity

Unit II 10 Hours

Matrices: Definition and Types, Operations (Sum, Difference) Product and Transpose, Adjoint and inverse of a matrix (upto 3 x 3) Solution of simultaneous equations (up to 3) by matrix methods, Application in Matrix in Economics.
Measures of Central Tendency: Mean, Median, Mode.

Unit III 12 Hours

Index Numbers: Concepts, Problems and Importance, Simple Index Numbers, Laspeyre's, Paasche's and Fisher's index numbers, use of Index no in Economics.
Time Series Analysis: Components of Time Series, Determination of Trend, Moving Average Method and Least Square method.

Unit IV 10 Hours

Theory of Attributes: Association of Attributes: Theory of attributes and consistency of data, independence and association of attributes.
Measures of association and contingency for 2 x 2 and r x s contingency tables.

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- Archibald, C.C. and Lipsey, R.G.(1977). *An Introduction to a Mathematical Treatment of Economics*, English Language Book Society, Chs. 4, 6 and 7.
- Sanchati, D.C. and Kapoor, V.K.(1993). *Business Mathematics*, New Delhi, Sultan Chand & Sons, Chs. 16, 17 and 20.
- Gupta, S.C. *Fundamentals of Statistics*, Bombay, Himalaya Publishing House, Chs. 5, 6, 7, 8, 9, 10 and 20.

Course Title: Mathematics-V (Real Analysis)
Course Code: BAD532

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. recognize bounded, convergent, divergent, Cauchy and monotonic sequences and to calculate their limit superior, limit inferior, and the limit of a bounded sequence
2. apply the ratio, root, alternating series and limit comparison tests for convergence and absolute convergence, comparison test, Cauchy's root Test, ratio Test, Rabbe's of an infinite series of real numbers
3. equipped with the knowledge of improper integrals, and their convergences, convergence and uniform convergence of sequences and series of functions for further applications in therelevant fields.
4. utilize the analytic and technical skills necessarily at practical field and analyse the real analysis for further higher studies

Course Content

Unit-I

12 Hours

Continuity and Differentiability of functions: Continuity of functions, Uniform continuity, Differentiability, Taylor's theoremwith various forms of remainders.

Integration: Riemann integral-definition and properties, inerrability of continuous and monotonic functions, Fundamentaltheorem of integral calculus, Mean value theorems of integral calculus.

Unit-II

12Hours

Sequence and Series: Sequences, theorems on limit of sequences, Cauchy's convergence criterion, infinite series, series of non-negativeterms, Absolute convergence, tests for convergence, comparison test, Cauchy's root Test, ratio Test, Rabbe's, Logarithmic test, De Morgan's Test, Alternating series, Leibnitz's theorem.

Unit-III

11 Hours

Improper Integrals: Improper integrals and their convergence, Comparison test, Dritchlet's test, Absolute and uniformconvergence, Weierstrass M-Test, Infinite integral depending on a parameter.

Unit-IV

10 Hours

Uniform Convergence: Point wise convergence, Uniform convergence, Test of uniform convergence, Weierstrass M-Test, Abel'sandDritchlet's test, Convergence and uniform convergence of sequences and series of functions.

Transactional Mode- Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz.

Suggested Readings

- *Walter Rudin, (1976), Principle of Mathematical Analysis (3rd edition) McGraw-Hill Kogakusha, International Student Edition.*
- *Bartle, Robert G., &Sherbert, Donald R. (2015). Introduction to Real*

Analysis (4th ed.). Wiley India Edition. New Delhi.

- *T. M. Apostol, (1985), Mathematical Analysis, Narosa Publishing House, New Delhi.*
- *S. C. Malik and Savita Arora, (2012), Mathematical Analysis, New Age International Pvt. (Ltd).*
- *Bilodeau, Gerald G., Thie, Paul R., & Keough, G. E. (2010). An Introduction to Analysis (2nd ed.). Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Denlinger, Charles G. (2011). Elements of Real Analysis. Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs*

Course Title : Pedagogy of English

Course Code : BAD533

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. analyze the linguistic principles and structures of the English language.
2. apply instructional objectives and learning outcomes in the development of lesson plans for teaching English.
3. evaluate different language teaching methodologies and approaches, considering their merits, limitations, and applicability in diverse contexts.
4. design and implement assessment and evaluation methods, including e-testing, for monitoring student progress and learning outcomes.

Unit I

12 Hours

Introduction to language –Meaning, definition, functions, linguistic principles of learning language.

Structure of English language-phonological Structure-Mechanism of speech, Received Pronunciation (RP), General Indian English (GIE), phonemes vowels and consonants, Stress Intonation, Rhythm, Consonant Clusters, Minimal Pairs, their meaning and practice, Morphological structure of English –meaning and importance –meaning of morphemes Types- free and bound: -affixes, prefixes and suffixes-derivational suffixes, verb forms, adjectives and adverbs.

Syntactic structure of English –meaning and importance -basic sentence pattern; phrases and clauses.

Unit II**13 Hours**

Objectives of teaching English –instructional objectives, classification based on Blooms Anderson taxonomy-stating of instructional objectives and learning outcomes

Lesson plan format, regular and unit lesson plan teaching of prose, objectives, steps, (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks.

Teaching of Poetry-Objectives and steps (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks. Figures of speech, Diction and Images.

Teaching composition-objectives, types-guided, controlled and free composition, steps in teaching guided composition, activities and exercises to develop composition, remedial work (demonstration lesson to be given by the faculty)

Unit III**10 Hours**

Bilingual method –meaning- principles-merits and limitations

Direct method –meaning –principles-merits and limitations

Structural Approach-meaning –principles-criteria for selection and gradation of structures ways of teaching structures –substitution

table- its importance, types- preparation, uses and practice in relation to secondary school texts-merits and limitations

Communicative Approach –meaning, features –principles -merits and limitations, Eclectic Approach.

Suggestopedia-meaning, principles, merits and limitations

Constructivism in ELT (NCF 2005/2009): Meaning, importance, sets of five - 'E' model

Unit IV**10 Hours**

Listening: components –barrier in listening, activities to develop listening comprehension.

Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits

Reading skills-objectives of teaching reading; Mechanics of reading;

Methods of teaching reading; Types of reading, reading aloud and silently, intensive and extensive reading; Types of reading comprehension –activities to develop testing reading comprehension.

Writing –its components, objectives of teaching written expression.

Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting ways of improving handwriting.

Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

Evaluation in teaching of English. Concept of unit test, blue print, construction of objective based test (practical activity-question paper)

E-testing-meaning-steps, advantages, use of E- question Bank, online tutoring and testing.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Braing Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *AIELTA-Voices-Journal-London*
- *Balasubramanyan T.-Introduction to phonetics for Indian students MacMillan publication Hyderabad*
- *Bansal R.K -Outlines of phonetics -CIEFL Hyderabad*
- *Bauruah. T.C, A hand book of English language teacher- Himalaya Publication, Calcutta.*
- *Bhatia & Bhatia-Methods of teaching English, ELT- (journal) ELTAI-Chennai*
- *English language teaching –Journal London(ELTJ)*
- *Essentials of grammar and composition in Glen Leggett C. David Mead, William Charvat Prentice Hall of India.*
- *GeethaNagaraj-Trends in teaching of English-MacMillan publication*
- *Gimson, Introduction to pronunciation-OUP*
- *Gleason S-Descriptive linguistics-OUP*
- *GoshR.N.-History of teaching English in India-MacMillan Publication Hyderabad*
- *Krishnaswamy –Modern English grammar, Orient long lam publication, Hyderabad.*
- *Mudambadithaya. G. Teaching of English*
- *PalmerH.E.-Grammar –Oxford university press, London*
- *Pitcoder, Introduction to linguistics-CUP*
- *SternH.H. –History of teaching of English –Oxford university press - London*
- *Strengthen in your English in Bhaskaran and Horsburjg Oxford University Press*

Course Title : Pedagogy of Punjabi

Course Code : BAD534

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcome

On successful completion of the course, the students will be able to

- 1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੁਰਮੁੱਖੀ ਵਲਪੀ ਵਿੱਚ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ।
- 2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਕੌਰਲਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਵਲਖਣਾ) ਬਾਰੇ ਵਰਗਆਨ ਪਰਾਪਤ ਕਰਨਗੇ।
- 3 ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਵਿੱਚ ਕਰਨ ਵਿੱਚ ਡੂੰਘਾ ਅਵਧਾਨ ਪਰਾਪਤ ਹੋਵੇਗਾ।
- 4 ਪਾਠਕਰਮ ਵਿੱਚ ਮਹਿੱਤਤਾ ਬਾਰੇ ਜਾਣੂੰ ਹੋਣੇਗੇ।
- 5 ਪੁਸਤਕਾਲਾਂ ਵਿੱਚ ਮਹਿੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।

ਪਾਠ ਸਮਿੱਰਗੀ

ਇਕਾਈ 1

ਘੁੰਟੇ 11

ਭਾਠਾਂ, ਪਵਰਭਾਠਾਂ, ਅਰਥ, ਪਰਵਕਰਤੀ ਅਤੇ ਉਤਪਤੀ ਿੇ ਵਸਧਾਂਤ।
ਪੂੰਜਾਬੀ ਭਾਠਾਂ ਿੇ ਵਨਕਾਸ ਅਤੇ ਵਿਕਾਸ।
ਵਲਿੱਪੀ ਿੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਵਲਪੀ ਿੀ ਪਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕਲਤਾ।
ਮਾਤ ਭਾਠਾਂ ਿੀ ਵਸਿੱਵਖਆ ਿੇ ਉਠ, ਮਾਤ ਭਾਠਾਂ ਿੇ ਜੀਨਿਨ ਅਤੇ ਵਸਿੱਵਖਆ

ਵਿਚ ਮਹਿੱਤਿ। ਇਕਾਈ 2

ਘੁੰਟੇ 11

ਭਾਠਾਂ ਵਸਿੱਵਖਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਿੇ ਮਹਿੱਤਿ, ਸੁਣਨ ਠਕਤੀ ਿੇ
ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਵਭਾਸ।
ਅਸੁੱਧ ਉਚਾਰਨ ਅਤੇ ਉਚਾਰਨ ਿੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੈਂਵਖਕ ਵਕਵਰਿਆ (
ਿੰਾਰਤਾਲਾਪ, ਿੰਾਿ ਵਿਿੰਾਿ, ਭਾਠਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ ਕੋਈ ਿੇ
ਵਕਵਰਿਆ)
ਪੜ੍ਹਨਾ ਵਸਖਉਣ ਿੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਵਸਿੱਵਖਆ ਿੀਆਂ ਵਕਸਮਾਂ, ਸਖਮ
ਪੜ੍ਹਾਈ ਅਤੇ ਸਥਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਿੇ ਮਹਿੱਤਿ
ਵਲਖਣ ਕਲਾ ਿੇ ਮਹਿੱਤਿ, ਵਲਖਣਾ ਵਸਖਉਣ ਿੀਆਂ ਅਿਸਥਾਿੰਾ, ਵਿਧੀਆਂ ਅਤੇ
ਅਠੁੱਧ ਠਬਿ ਜੋੜਾਂ ਿੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

ਘੁੰਟੇ 11

ਮਾਤ ਭਾਠਾਂ ਿੀ ਪਾਠ ਪੁਸਤਕ ਮਹਿੱਤਿ ਵਿਸੇਸਤਾਿੰਾ ਅਤੇ
ਸਮੀਵਖਆ। ਭਾਠਾਂ ਪੁਸਤਕਾਲਾ, ਮਹਿੱਤਿ ਅਤੇ ਪੜ੍ਹਨ ਰਚੀਆ
ਿੰਾ ਵਿਕਾਸ।
ਮਾਤ ਭਾਠਾਂ ਿੇ ਪਾਠਕਰਮ ਿੇ ਅਰਥ, ਮਹਿੱਤਿ ਅਤੇ ਵਨਰਮਾਣ ਿੇ ਵਸਧਾਂਤ।

ਇਕਾਈ 4

ਘੁੰਟੇ 12

ਿਚਨ ਬੋਧ, ਸਿਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਵਸਕ, ਿੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਠਬਿ
ਜੋੜਾਂ, ਿੇ ਵਨਯਮ।
ਠਬਿ ਬੋਧ, ਠਬਿ ਿੇ ਭੇਿ, ਠਬਿ ਸਰੇਣੀਆ, ਠਬਿ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੇਧੀ ਠਬਿ, ਬਹੁਤ
ਠਬਿ, ਿੀ ਥਾਂ ਇੱਕ ਠਬਿ, ਬਹੁਤ ਅਰਥਕ ਠਬਿ।

ਅਵਧਆਪਨ ਯੁਗਤਾਂ

ਭਾਠਣ, ਵਿਚਾਰ ਿਟਾਿੰਗ, ਕੁੰਮ ਸੌਪਣੀਆਂ, ਸਰਿਖਣ, ਪਾਠਾਤਰ ਵਕਵਰਿਆ, ਵਿਸਲੇਠਣ, ਅਵਭਾਸ,
ਵਰਵਿਊ, ਸੈਮੀਨਰ, ਸਮੱਵਸਆ ਹੱਲ ਵਵਧੀ, ਸੰਵਾਦ ਵਵਧੀ, ਸਮੁਵਹਕ ਵਸਖਲਾਈ ਵਵਧੀ, ਪੀ. ਪੀ ਟੀ. ਅਤੇ
ਪਰਿਰਠਨ

ਵਿਧੀ।

ਅੰਿਰਨੀ ਪਰਯੋਗ

- ਵਨਰਧਾਰਤ ਪਾਠ ਪੁਸਤਕ ਿੇ ਮੁਲਾਕਣ

ਸਹਾਇਕ ਪੁਸਤਕਾ

- ਵਸੁੰਘ, ਹਰਕੀਰਤ (1966) ਪੂੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ, ਪਵਟਆਲਾ – ਪੂੰਜਾਬੀ ਯਨੀਰਵਸਟੀ ਪਵਟਆਲਾ ।
- ਵਸੁੰਘ, ਹਰਕੀਰਤ, ਪੂੰਜਾਬੀ ਠਬਿ ਰਪ ਅਤੇ ਭਿ
- ਵਸੁੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਵਲਪੀ ਬਾਰੇ, ਲੁਵਧਆਣਾ ਲਾਹੌਰ ਬੁਿੱਕਠਾਪ।
- ਵਸੁੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਵਲਪੀ ਿੇ ਜਨਮ ਤੇ ਵਿਕਾਸ ਪੂੰਜਾਬ ਯਨੀਰਵਸਟੀ ਚੁੰਡੀਗੜ੍ਹ।
- ਵਸੁੰਘ, ਤੀਰਥ ਪੂੰਜਾਬੀ ਅਵਧਆਪਨ ਐਸ. ਜੀ. ਪਬਵਲਠਰਜ, ਜਲਪੁੰਗ।

- ਵਸ਼ੂਘ ਪਰੇਮ ਪਰਕਾਭ, ਪੁੰਜਾਬੀ ਭਾਸ਼ਾ ਿੰਾ ਵਪਛਕੇੜ
- ਸੁੰਘਾ .ਸੁਖਵਿੰਰ ਵਸ਼ੂਘ (2004) ਪੁੰਜਾਬੀ ਭਾਭਾ ਵਿਵਰਆਨ ਜਲਪੁੰਰ ਪੁੰਜਾਬੀ ਭਾਭਾ ਅਕਾਿਮੀ।

- ਕਹੂੰ, ਕੁਲਬੀਰ ਵਸੁੰਘ ਭਾਠਾ ਵਿਵਰਾਨ, ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਤੇ ਗੁਰਮੁਖੀ ਵਲਪੀ।
- ਜਸ਼ਿੰਤ ਵਸੁੰਘ (2012) ਮਾਤ ਭਾਠਾ ਿੰੀ ਵਸਿੱਵਖਆ ਵਿਧੀ, ਵਨਊ ਬੁਿੱਕ ਕਪੁੰਨੀ, ਜਲਪੁੰਰ ।
- ਨੂੰਿਰਾ , ਿਊਂਰਿਿ ਵਸੁੰਘ (2008) ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਵਧਆਪਨ , ਟਿੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਵਟਆਲਾ ।
- ਨੂੰਿਰਾ , ਿਊਂਰਿਿ ਵਸੁੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਵਨਕ ਪੁੰਜਾਬੀ ਅਵਧਆਪਨ , ਲਵਧਆਣਾ ਵਿਨਿ ਪਬਲੀਕੇਠਨ
- ਪਿਮ, ਵਪਆਰਾ ਵਸੁੰਘ (1969) ਪੁੰਜਾਬੀ ਬੋਲੀ ਿੰਾ ਇਵਤਹਾਸ, ਪਵਟਆਲਾ ਕਲਾ ਮੁੰਵਿਰ
- ਪੁੰਜਾਬੀ ਭਾਠਾ , ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਵਟਆਲਾ , ਪੁੰਜਾਬੀ ਯਨੀਰਵਸਟੀ।

Course Title : Pedagogy of Hindi

Course Code : BAD535

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

LEi.w.ki ikB-;Øe d: #fpiwōd v/;;u mijkUr Nk= le>us d: ;ksX; gks tk; ;x

- 1 fo4kFkÊ fganH Hkkekk vkSj mldh cksfy;k; d: ckjs esa tku ldxs
- 2 fo4kFkÊ fganH Hkkekk ds fl)r vkSj Lw= le> ldxs
- 3 fo4kFkÊ fganH Hkkekk ds fofHkUu dkS'ky;k; dk ;ksx dj ldsax
- 4 fo4kFkÊ ikB-;kstuk vkSj f'k{k.k vfëkxe lkexh rS;kj dj ldxs
- 5 fo4kFkÊ fganH Hkkekk es dfork] fucaèk] ukVd bR;kfn ij ekSfyd jpuk dj ldxs

Course Content

bdkbZ ¼d½

11 Hour

fganH Hkk'kk rFkk mldh cksfy;k;] nsoukxjh fyfi dh fo'ks'krk;, rFkk lhek, Hkk'kk dh Hkwfedk-lekte] fo4ky; esa] rFkk f'k{k.k d: ek;/e d: : ies A
FganH f'k{k.k d: fl)kUr vksj Lw= A

bdkbZ ¼k½

11 Hours

Jo.k dkS'ky-vFkZ] mnns";]xq.k] fof/k;k; A
ekSf[kd vfHkO;fDr-vFk] mnns";]xq.k] fof/k;k; A
iBudkS'ky-vFkZ]mn-ns";] ¼dgkuh] dfork½ A
ys[ku dkS'ky-vFkZ] mnns";]l;ku ,oafof/k;k;A

bdkbZ ¼x½

11 Hours

1iqLrdky; dh fo'ks'krk;sa
fganhi<+us-i<u dh pqukSfr;k;A
fgUnh v/;kid d: xq.k ,oa pukSfr;k;A

bdkbZ ¼*½

12 Hours

-lgk;d f'k{k.k lkexh-vFk] mi;ksfxrk] izdkj- if=dkvksa] lepkji=ksa] jsfM;ks
dEl;wVj dk f'k{k.k lkexh ds :i esa mi;ksx rFkk iz;ksxA¼fucU/k] i=] fjiksVl fy[ku dk
vH;kl½
ikB ;ksTuk-vFk] egRo] mn-ns"; vkSj lksiku

izk;ksfxd dk;Z

vaxsthrFkk {l=h; Hkk'kk ds vuPNsn dk fganh esa vuoknA
viuhilan dh fdllhfuei ls fdllh ,d lkfgfR;d fo/kkijrhu ekSfyd jpuk,i ¼dfork]
y*kqdFkk] fuca/k]ukVd] lEokn½ A

iqLrdllwph :

- thr] ;ksxsUnzHkbbZ ¼1972½ fgUnhf" k{k.kvxxjk: fouksniqLrdeafnj
- [kUuk] T;ksfr ¼2006½ fgUnhf" k{k.k]ubZfnYyh : /kuirjk; ,.M dEiuh
- lQk;k] j*kqukFk ¼1997½ fgUnhf" k{k.kfof/k] fdrkc *kj] tkyU/kj] iatkc
- HkkfV;k ds-d vkSjukjax] lh- ,y ¼1989½ vk/kqfudfgUnhfof/k;ka] izdk" kifēy" kj] czntZcjkm+]
- loZthrdlj ¼2009½ dY;k.kh izdk" ku]ubZfnYyh]
- flag] lkfo=h ¼1997½ fgUnh f" k{k.k]yk;ycqdfMiks]esjB]
- pkS/kjh] uan fd" kksj ¼2009½ fgUnhf" k{k.k] xq: ljll/kkjiifēyds" kulllkj]
- flUgk] izlkn "k=*u ¼1964½ fgUnhHkk'kk dh f" k{k.kfof/k] iVuk]
- "kekZ] T;ksfrHk ukV]fgUnhf" k{k.k]iqLrdllnu] V.Muifēyds" ku]yqf/k;kuk:

Course Title : Pedagogy of Social Studies

Course Code : BAD536

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. analyze the historical, cultural, and geographical aspects of India.
2. apply interdisciplinary approaches and instructional objectives in teaching social sciences.
3. evaluate the different pedagogies and strategies in the Social science teaching and learning process.
4. design instructional plans at different levels, including unit level, lesson level, and process level.

Course Content

Unit I

11 Hours

India and the World, Major Religions of the World: Hinduism, Christianity, Jainism, Buddhism, Islam-origin, growth, teachings/principles, spread and expansion.

World Civilizations: Harappa, Egypt, China, Mesopotamia- origin, development, features and its contributions.

Physical Features of India: Major geographical divisions and its importance (Himalayan Mountain Ranges, River plains, Desert, Deccan Plateau and Coastal Plains).

The Earth- Structure, size & shape, continents and oceans, latitudes and longitudes, layers of earth, structure, composition, internal and external forces.

Constitution-constituent assembly, drafting and framing of constitution, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.

Fundamentals of Sociology-Man as a social animal need for socialization and social environment, contributions of early sociologists and the role of language in the socialization.

Basics of economics-meaning. Importance, resources and economic activities.

Unit II

11 Hours

Concept, scope, and importance of teaching social science.

Inter-disciplinarily nature of social science.

Objectives of Teaching Social Sciences according to NCF 2005.

Instructional Objectives- Bloom and Loraine Anderson.

Unit III

12 Hours

Experiential learning –meaning, phases and implications (David Kolb).

Interactive verbal learning- meaning, phases and implications.

Strategies –co-operative learning - “learning together model”- steps and implications.

Social Constructivism- meaning, importance, steps of five ‘e’ model.

Decision making – meaning, syntax and implications.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level.

Format for lesson designing-evaluation approach, Harbartian and 5 E. CCE in social sciences.

Preparation of test format in Social sciences.

Transactional Mode

Open talk, PanelDiscussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture-cum-demonstration, seminars

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London.
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications.
- Kochhar, S.K. (1999). *The Teaching of History: Benglor sterling Publisher Pvt. Ltd.*
- Kochhar, S. K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.

- *Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School New York: Rinehart and Company.*

Course Title : Pedagogy of Political Studies

Course Code : BAD537

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. explore the relationship of Political Science with other subjects.
2. analyze need and importance of teaching & learning of Political Science as a course
3. use appropriate skills, techniques and strategies of teaching of Political Science
4. critically evaluate the Political Science unit plans and lesson plans on various topics

Course Content

Unit I

11 Hours

Constitution-constituent assembly, drafting and framing of constitution, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.
SAARC- Formation and activities
Indian constitution: Preamble, features and structure of parliament and judiciary.

Unit II

11 Hours

Meaning, Nature, Scope and importance of Political Science as a Course.
Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.
Aims and objectives of Teaching of Political Science in general at Senior Secondary level.
Criteria for framing objectives of Teaching of Political Science.
Difference between Objectives and aims of teaching of Political Science.
Recent trends in Political Science.

Unit III

11 Hours

Lecture method - Discussion method - Inductive-deductive method - Survey and Market studies - Analytical method / Single Commodity analysis method - Project method - Problem solving method Laboratory Method Techniques – Review - Field work – interview

Unit IV

12 Hours

Unit Plan: Need, importance and steps of writing it in teaching of Political Science
Use of lesson plan in teaching of Political Science

Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005
- Faria, B.L., *Indian Political System*. Kashyap, Subash, Indian Constitutions.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School*. New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962

Course Title : Pedagogy of History

Course Code : BAD538

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes:

On the completion of the course the students will be able to

1. explore the relationship of History with other subjects.
2. analyze need and importance of teaching & learning of History as a course
3. use appropriate skills, techniques and strategies of teaching of History
4. critically evaluate the History unit plans and lesson plans on various topics

Course Content

Unit I

10 Hours

Concept, Importance and scope of History.
Integration of History with Art, Literature, Geography, Economics, Civics, Science.
Aims and Objectives of teaching History in General at Elementary (6-8th class) and Secondary (9-10 class) Level in light of NCF-2005
Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
The First World War: Causes and its consequences
The Second World War: Causes and its consequences, setting up of UNO

Unit II

8 Hours

Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion Method, Field Trips and Excursions, Cooperative

learningMethod.

Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description, Jurisprudential enquiry model, Instructional Design

Unit III

12 Hours

Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF 2005

Inculcation of values such as social values, cultural values and national values through History Curriculum

Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professional development)

Unit IV

15 Hours

Construction of objectives based test items, preparation of blueprint Lesson Plan: Meaning, definition, characteristics, advantages and disadvantages

Unit Plan: Meaning, definition, characteristics, advantages and disadvantages

Unit Design: Meaning, definition, characteristics, advantages and disadvantage

Resource Unit: Meaning, definition, characteristics, advantages and disadvantages, difference between Unit plan and Lesson plan

Transactional Modes

Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Aggarwal, J.C. (1997). *Teaching of History: A Practical Approach*. Eastern Book House, Guwahati.
- Ballard, M. (1979). *New Movement in Study Teaching of History*. Temple Smith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*. Surjit Publications, Delhi,
- Burston, W.H. (1962). *Handbook for History Teachers*; and Green, C.W. London, Methuen & Co., Choudhury, K.P. (1995). *Effective Teaching of History in India: A Handbook for History Teachers*, NCERT, New Delhi
- Dash, B.N. (2006). *Teaching of History*. Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghatge, V. D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghatge, V.D. (1962). *The Teaching of History*. Oxford University Press.

- Johnson, H. (1962). *Teaching of History*. New York: Macmillan.
- Kochhar, S.K. (1985). *Teaching of History*, Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*, Delhi
- Pathak, S.P. (2007). *Teaching of History*, Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). *Teaching of History*, R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*, A. P. H. New Delhi.
- Singh, D. R., (1959). *The Teaching of History and Civics*, Jullandar University press.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, New Delhi.

Course Title : Pedagogy of Sociology

Course Code : BED539

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. explore the relationship of Sociology with other subjects.
2. analyze need and importance of teaching & learning of Sociology as a course
3. use appropriate skills, techniques and strategies of teaching of Sociology
4. critically evaluate the Sociology unit plans and lesson plans on various topics

Course Content

Unit I

11 Hours

- Fundamentals of Sociology-Man as a social animal need for socialization and social environment, contributions of early sociologists and the role of language in the socialization
- Social Institutions – Marriage, Family, Kinship
- Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige
- Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C. Dube, Swami Vivekananda, Mahatma Gandhi

Unit II

11 Hours

Meaning, nature, scope and importance of sociology in modern context.

Relation of Sociology with other Courses: Political Science, History, Literature (languages), Psychology and Geography

Aims, objectives and values of teaching of Sociology with special

reference to Bloom's taxonomy

Unit III

11 Hours

Methods of teaching

(a) Lecture method (b) Source method (c) Discussion method (d) Problem method (e) Project method (f) Survey method

Modern techniques and Devices:

Assignment (b) Seminars (c) Symposium (d) Dramatization (e) Illustration (f) Questioning (g) Socio-metric technique

Sociology text-book - importance and qualities, Supplementary material: Magazines. Journals Newspapers, reference books

Unit IV

12 Hours

Unit Plan: Need, importance and steps of writing it in teaching of Sociology

Use of lesson plan in teaching of sociology

Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs

Transactional Mode

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Seminars

Suggested Readings

- Bottomors, T.B. (1975). *Introduction to Sociology Bombay: Blackie and Dans. Dharma, R.N. (2001).*
- Samajshastra Ka Sidhant New Delhi: Atlantic Publishers. Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties. London: Polity.*
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology Institute for Sustainable Development.*
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles New Delhi: S.C. Chand and Company Ltd.*

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science. New Delhi:*

Course Title : Pedagogy of Economics

Course Code : BAD540

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. understand current issues and trends related to teaching of Economics
2. use various skills, techniques and strategies of teaching of economics
3. discuss unit plans and lesson plans on various topics and present them effectively
4. interpret and discuss the role and value of agriculture economics and

its importance

Course Content

Unit I

11 Hours

Historical development of Economics as a school Course, Nature, scope and importance of Economics
Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.
Sectors of Indian Economy - Agriculture and National Economy - Poverty as challenge

Unit II

11 Hours

Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

Unit III

11 Hours

Critical Analysis of Economics Text Book and Curriculum
Development of economic values and critical thinking
Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

Unit IV

12 Hours

Construction of objectives based test items, preparation of blueprint
Lesson Plan: Meaning, definition, characteristics, advantages and disadvantages
Unit Plan: Meaning, definition, characteristics, advantages and disadvantages
Unit Design: Meaning, definition, characteristics, advantages and disadvantage
Resource Unit: Meaning, definition, characteristics, advantages and disadvantages, difference between Unit plan and Lesson plan

Transactional Modes

Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: VinodPustakMandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. and Chopra, K (2002). *Teaching of Economics* Ludhiana: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics* Ludhiana: PrakashBrothers.
- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational

Books Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.

- *Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum London: Routledge and*
- *Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R.Lall Book Depot*
- *Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.*
- *Heller, F. (1986). The use and abuse of Social Sciences London: Sage Publications, 1986. Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.,*
- *Singh, Tirath, Arjinder; Pargat singh (2014). Teaching of Economics, Jalandhar: SG Publication*

Course Title : Pedagogy of Mathematics

Course Code : BAD541

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. interpret and discuss the role of teaching mathematics in school
2. integrate various techniques of assessment and teaching learning material in classroom
3. use appropriate skills, techniques and strategies of teaching of mathematics
4. prepare remedial teaching strategies based on the perceived causes for difficulties in learning

Course Content

Unit I

11 Hours

Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata Ramanujan

Nature of mathematics, relationship with other courses, values of teaching mathematics & places of mathematics in school

Aims & objectives of teaching mathematics at secondary school stage

Arithmetic: -Number system (Knowing the Numbers, Natural, Whole Numbers, Integers, Rationals, Irrationals & Realnumbers)

Exponents (Surds, squares, cube, square root & cube root) Profit & Loss, Simple & Compound Interest and Discount Ratio and Proportion

Algebra: Introduction to Algebraic Identities and Polynomials Linear, Simultaneous and Quadratic equations with their solution

Unit II **11 Hours**
 Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic,
 Lecture Methods, CAM with examples
 Problem-solving: Definition, importance of problemsolving
 Teaching aid: Classification need and importance

Unit III **12 Hours**
 Fixing devices: Oral, written, drill, home work, questioning, supervised
 study & Self study
 Diagnosing basic causes for difficulties in mathematics learning
 Planning remedial teaching strategies based on the perceived causes for
 difficulties in learning, implementing and evaluating the strategies

Unit IV **11 Hours**
 Construction of objectives based test items, preparation of blueprint
 Lesson Plan: Meaning, definition, characteristics, advantages and
 disadvantages
 Unit Plan: Meaning, definition, characteristics, advantages and
 disadvantages
 Unit Design: Meaning, definition, characteristics, advantages and
 disadvantage
 Resource Unit: Meaning, definition, characteristics, advantages and
 disadvantages, difference between Unit plan and Lesson plan

Transactional Modes

Video based Teaching Cooperative Teaching, Case Analysis, Dialogue, Group
 Discussion, Brain Storming, Role Play, Flipped Teaching, Quiz, Simulation,
 Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
 - Arora, S.K. (2000). *How to Teach Mathematics. New Delhi: Sterling Publishers Pvt.Ltd.*
 - Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics. Panipat: M/s N.M. Publishers.*
 - Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.*
 - Mangal, S. K. (2007). *Teaching of Mathematics. New Delhi: Arya Book Depot*
 - Banga, Chaman Lal (2012). *Teaching of Mathematics, Shipra*
- James, Anice (2005). *Teaching of Mathematics*

SEMESTER-VI

Course Title: School Management and Administration
Course Code: BAD624

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. Summarises the concept and operational aspects of school management
2. Enlist the physical resources of the school and their maintenance
3. Exemplify the importance of social life in school and the role of administrators and the teachers
4. Develop practical skills in organizing school programs and activities

Course Content

Unit I

13 Hours

School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.

School Plant: Importance, Essential Characteristics, Selection of site and Maintenance of different School Components.

Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan

Unit II

10 Hours

Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.

School Time Table: Importance, types and principles of time table construction.

Unit III

12 Hours

Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline

Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block District, State level).

Unit IV

10 Hours

School Records and Registers: Importance, types and essential requirements and maintenance of school records.

Co-curricular Activities: Meaning, importance, principles of organizing co-curricular Activities-Morning Assembly, NSS/NCC, Field trips.

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain

Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Bhatia, K.K. & Singh, J. (2002). *Principles & Practice of school management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. & Verma, I.B. (1978). *Educational administration at college level*. Meerut: Loyalka.
- Dash, B. N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M. S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sodhi, T.S. & Suri, Anaina. (2002). *Management of school education*. Patiala: Bawa Publication.
- Sharma, S. (2005). *School management and administration*. Patiala: Shaheed-E-Azam printing Press.

Course Title: Research Proposal

Course Code: BAD625

L	T	P	Credits
0	0	4	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to-

1. Draft the research proposal
2. Formulate the hypothesis for research proposal
3. Develop an understanding on academic writing
4. Design and plan the research dissertation and project

Course content

Under the supervision of Guides, Students will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.

Course Title : Pre-Internship

Course Code : BAD602

L	T	P	Credits
0	0	4	4

Course Outcomes

On the completion of the course, the students will be able to

1. Develop conceptual understanding about Pedagogy of school subjects' environment and understand the learner, learning behavior and learning situations.
2. Validate the theoretical understanding regarding pedagogical courses and school environment.
3. Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning

4. Expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
5. Formulate the co-curricular and extra-curricular activities in the school to provide support to curriculum

Pre-Internship

1. **Phase I** Pre-Internship for 04 Weeks in semester-II (04- Credits)

Course Details

Phase-I: - Pre-Internship for 04 Weeks in semester-II (04- Credits)

Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to PSEB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for weeks, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.

1. Peer group discussion.
2. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
3. Sample demonstration/viewing different classroom situation.
4. Visit to innovative centers of pedagogy and learning, educational resource centers
5. Input from teacher educators
6. Context analysis and reflection.

Evaluation Criterion

Weekly Assessment: 25 marks

Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title: English Literature-VI

Course Code: BAD603

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. Master the literary masterpieces like Charlotte Bronte's: Jane Eyre, Tagore's: Gitanjali, Albert Camu's: The Outsider
2. Describe the chief characteristics of the Victorian period
3. Discuss and narrate major novelists and poets of Victorian period

4. Interpret the important texts of the modern period

Course Content

Unit-I	13 Hours
Tagore: Gitanjali	
Unit II	10 Hours
Charlotte Bronte: Jane Eyre	
Unit III	12 Hours
Albert Camus: The Outsider	
Unit IV	10 Hours
Victorian Period	
a) Chief Characteristics of the Period	
b) Major Novelists and Poets of Period	
Modern Period: Important Texts of Modern Period	
a) David Copperfield	
b) Murder in the Cathedral	
c) Lord Jim	

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- *Princeton Encyclopedia of Poetry and Poetics.*
- *Baldick, C. (2004) Oxford Concise Dictionary of Literary Terms. Oxford University Press, Indian Edition.*
- *Drabble, M., & Harvey, S. P. (Eds.). (1985). The Oxford companion to English literature (Vol. 68). Oxford: Oxford University Press.*
- *Lewis, C. S., Buxton, J., Davis, N., Dobrée, B., & Wilson, F. P. (1954). English literature in the sixteenth century, excluding drama (Vol. 3, pp. 508-9). Oxford: Clarendon Press.*
- *Lang, A. (2020). History of English literature. BoD–Books on Demand.*
- *Sanders, A. (1994). The short Oxford history of English literature. Published in the United States by Oxford University Press Inc., New York.*
- *Abrams, M. H., & Harpham, G. (2014). A glossary of literary terms. Cengage Learning.*
- *Scott, A. F. (1965). Current literary terms (pp. 196-197). Macmillan.*
- *Cuddon, J. A. (2012). A dictionary of literary terms and literary theory. John Wiley & Sons.*
- *Brontë, C. (2008). Jane Eyre. Oxford University Press.*

- Imlay, E. (1993). *Charlotte Brontë and the mysteries of love: myth and allegory in Jane Eyre*. Parapress Limited.
- Tagore, R. (2005). *Gitanjali: Kitāñcali*. Sura Books.
- Sen, A. (1997). *Tagore and his India. Nobel Laureates in Search of Identity and Integrity: Voices of Different Cultures (Hackensack, NJ: World Scientific, 2004), 177- 213.*

Course Title: Punjabi Literature-VI
Course Code: BAD604

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. ਸੈ ਜੀਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
2. ਨਾਨਿਲ ਨੇ ਇਵਤਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਅਲੋਚਨਾ ਨੂੰ ਪਰੀਭਾਸ਼ਾ ਤੇ ਤਿੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਕੇ ਖੋਜ ਨੂੰ ਖੇਤਰ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਵਸਲ ਕਰਨਗੇ।
4. ਕਵਿਤਾ ਅਤੇ ਨਿਰਤਕ ਨੂੰ ਵਿਆਖਿਆਤਮਕ ਅਲੋਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਕੇ ਉਚੇਰੀ ਵਿਸ਼ਵਕੋਸ਼ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਵਸਲ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ	11 ਘੰਟੇ
ਗਲੀਏ ਵਚਿੱਕੜ ਨਿਵਰ ਘਰ (ਸੈ-ਜੀਨੀ) ਨਿਣਜਾਰਾ ਬੇਨੀ	
ਭਾਗ-ਅ	11 ਘੰਟੇ
ਵਿਹਾਰਕ ਅਲੋਚਨਾ: ਕਵਿਤਾ/ਨਿਰਤਕ।	
ਭਾਗ-ੲ	11 ਘੰਟੇ
ਪੰਜਾਬੀ ਸਾਵਹਤ ਨਿ ਇਵਤਹਾਸ (2000-ਨਿਰਤਮਾਨ ਤਿੱਕ)	
ਭਾਗ-ਸ	12 ਘੰਟੇ
ਅਲੋਚਨਾ, ਦੀ ਪਵਰਭਾਸ਼ਾ, ਪਰਵਕਰਤੀ, ਪਰਕਾਰਜ ਤੇ ਵਸਧਾਂਤ ਮੈਟਾ ਅਲੋਚਨਾ ਨੂੰ ਪਰਵਭਾਸ਼ਾ ਨੂੰ ਵਸਧਾਂਤ।	

Transactional Modes

ਖੁਲਾ ਨਿਰਾਨਿ ਵਿਨਿਰਾਨਿ, ਸਮੀਖਿਆ, ਸੁਨਿਰਾਨਿ, ਸਮ ਹ ਚਰਚਾ, ਪਰਿਰਾਨ, ਪੀ.ਪੀ.ਟੀ, ਕਾਰਜ ਸੈਪਣੀ।

Suggested Readings

- ਹਵਰਭਜਨ ਵਸੁੰਘ ਭਾਟੀਆ, ਪੰਜਾਬੀ ਅਲੋਚਨਾ ਵਸਧਾਂਤ ਤੇ ਵਿਹਾਰ (2015) ਗੁਰ ਨਾਨਕ ਨਿਰਾਨਿਰਵਸਟੀ,
- ਵਣਕਾਰਾ ਬੇਦੀ, ਗਲੀਏ ਵਚਿੱਕੜ ਦੂਵਰ ਘਰ (ਸਵੈ-ਕੀਵਨੀ) (2014), ਕਸਤਰੀਲਾਲ ਐਡ.
ਸੁੰਨਜ ਅੰਦਮਰਤਸਰ
- ਪਰਵਸੁੰਘ ਵਸੁੰਘ, ਵਕਰਪਾਲ ਵਸੁੰਘ ਕਮੇਲ ਅਤੇ ਗੋਵਬੁੰਘ ਵਸੁੰਘ ਲਾਂਬਾ (2010), ਪੰਜਾਬੀ ਸਾਵਹਤ ਨਿ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁਨਿਕ ਭਾਸ਼ਾ ਲੁਵਧਆਣਾ
- ਪੰਜਾਬੀ ਨਾਨਿਲ ਨਿ ਇਵਤਹਾਸ, ਡਾ. ਗੁਰਪਾਲ ਵਸੁੰਘ ਸੁੰਘ (2005), ਪੰਜਾਬੀ ਅਕਾਨਿਮੀ ਵਿਨਿਲੀ
- ਪੰਜਾਬੀ ਸਾਵਹਤ ਨਿ ਇਵਤਹਾਸ 1701-1900 (ਭਾਗ ਨਿਜਾ) ਡਾ. ਰਤਨ ਵਸੁੰਘ ਜਿੱਸੀ, ਪਬਲੀਕੇਰਨ
ਵਬਉਰੇ, ਪੰਜਾਬੀ ਯਨੀਰਿਸਟੀ ਪਵਟਆਲਾ (2014)
- ਹਰਜੋਧ ਵਸੁੰਘ, ਖੋਜ ਪਵਤਰਕਾ ਪੰਜਾਬੀ ਅਲੋਚਨਾ ਵਿਰੇਸ ਅੰਕ (2016), ਪੰਜਾਬੀ ਯਨੀਰਿਸਟੀ ਪਵਟਆਲਾ

Course Title: Hindi Literature-VI
Course Code: BAD605

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

- 1- Hkkekk foKku dk cks/k çklr dj **Ld**xs
- 2- Hkkekk **d** lS)kafrd **i**{kk_{ks} dk lVhd ç;ksx
- 3- nsoukxjh fyfi esa ekud fganH dk dkS'kyvkRed fodkl gks ldsxk
- 4- fo4kFkhZ Hkkekk **d** ys[ku ls lacaf/kr **dkS'ky**_{ks} dk ç;ksx dj **Ld**xs

Course Content

Hkkx-d

12 *kaVs

Hkk'kk ,oa Hkk'kk **d** fofHkUu :i : ifjHkk'kk] **vFk**] Hksn] egUo] fo"ks'krk,a] mRifUk ,oa fodkl] ifjokjA
 cksyh] Hkk'kk] foHkk'kk] miHkk'kk] ekud Hkk'kk] Hkk'kk **d** vU; :iA

Hkkx-[k

11 *kaVs

Hkk'kk **vuokn** : ifjHkk'kk ,oa Hksn] fl)kUr] Lrj] **vufnr dfr;k**;
 i=dkfjrk(fgUnh dEl;wfVax] vkadM+k lalk/ku

Hkkx-x

10 *kaVs

"kēn dh ifjHkk'kk] Lo#i] "kēn **d** çdkj]
vFk dh ifjHkk'kk] Lo#i] **vFk** ifjoZru **d** dkj.k] **vFk** ifjoZru dh fn"kk,aA

Hkkx-*k

12 *kaVs

eqgkoj ,oa ykdsksfDr;kj] "i)-v"qk] oruh "kks/ku] i;kZ;okph "kēn] **lePp**; fHkUukFkZd "kēn]
 foijhrkFkd "kēn] **vusdkFkd** "kēn] izR;; vkfn dh ifjHkk'kk] Hksn ,oa mnkgj.kA
 laKk] loZuke] fo"ks'k.k] fØ;k] fØ;k-fo"ks'k.k ¼ifjHkk'kk] Hksn ,oa mnkgj.k½
 vifBr x4ka"K

Transactional Mode

O;k[k;ku] lewg **ppk**] [kqyh ckrphr] ç"uksUk] laokn] Lo-v/;;u] leL;k lek/kku] fefJr ç.kkyh
 f'k{k] lgdkjh f'k{k.k] çnr dk;Z]

Suggested Readings

- feJ- çksQslj ujs'k] Hkkekk vkSj fganH Hkkekk dk bfrgkl- gfj;k.kk lkfgR; vdkneh] iapdwyk
- frokjh- mn; ukj;k.k] fganH Hkkekk mnHko vkSj fodkl
- frokjh] M,DVj HkksykukFk ¼1951½ Hkkekk foKku] fdrkc egy] bykgkckn] çFke laLdj.k
- frokjh] HkksykukFk : Hkk'kk foKku] fdrkc egy] bykgkckn
- lDlsuk] ckcwjke : lkekU; Hkk'kk foKkuA
- "kekZ] nsosUnukFk : Hkk'kk foKku dh Hkwfedk] jk/kk'd'.k izdk"ku] fnYyhA
- prqosZnh] jkts"oj çlkj (2008 fgUnh O;kdj.k] midkj çdk"ku] vkxjka
- **tu** fueZyk] 2006(**ubi** leh{kk **d** çfreku] uS"uy gkml] fnYyhA
- jktk jke dYiuk 2009] fucU/k "kks/k] LiSDVe cqdl çk- fy- fnYyhA

- pUnzxqlr x.kifr 2008] lkfgfR;d fucU/k] yksd Hkkjrh çdk"ku] bykgkcknA
- uk;d] lqjs" k ¼2009½ fgUnh Hkk'kk f"k{k.k] V~oaVh QLV lSap;jh ifēyds"ku] ifV;kyk

Course Title: Political Science-VI (International Relations)

Course Code: BAD626

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. elucidate the evolution, scope and significance of international politics
2. recognize the main international which shaped the international Political system
3. analyze the foreign policy their determinants features& its relevance
4. examine causes and consequences of two world wars and cold war

Course Content

Unit-I

13 Hours

Meaning, Nature and Scope of International Politics.
Approaches in International Politics: Realist and Idealist and Difference between both.

Unit II

10 Hours

National Power, its Elements, kinds and methods.
System of Balance of Power.
Collective Security.

Unit III

12 Hours

Cold War in International Politics.
Uni-Polar, Bi -Polar and Multi-Polar System.

Unit IV

10 Hours

Nature of Emerging World Order.
United Nations organs: Aims, Objectives and Principals.
Globalization: Meaning, Features and Its importance.

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- *Waltz, Kenneth Neal. Man, the state, and war: A theoretical analysis. Columbia University Press, 2001.*
- *Mearsheimer, John J. The tragedy of great power politics. WW Norton &*

Company, 2001.

- Rosecrance, Richard. "The Clash of Civilizations and the Remaking of World Order. By Samuel P. Huntington. New York: Simon and Schuster, 1996. 368p. \$25.00." *American Political Science Review* 92.4 (1998): 978-980.
- Waltz, Kenneth N. *Theory of international politics*. Waveland Press, 2010.
- Kissinger, Henry. *Diplomacy*. Simon and Schuster, 1994.
- Slaughter, Anne-Marie. *A new world order*. Princeton University Press, 2009.
- NCERT text book, <http://ncert.nic.in/textbook/pdf/leps101.pdf>
- Andre Gunder Frank, *Dependence is Dead, Long Live Dependence and the Class Struggle: An Answer to Critics*, *World Development*, 5/4, 1977.
- Barry Buzan and Ole Weaver, *Regions and Powers: The Structure of International Security*, Cambridge, Cambridge University Press, 2003.
- Dhirenda Dwivedi, *Collective Security under United Nations*, New Delhi: Kanishka, 2005
- Francis Fukuyama, *The End of History and the Last Man*, New York: Avon, 1992. G.K. Caidhha (ed.), *WTO and the Indian Economy*, New Delhi: Deep & deep, 2001.
- Hedley Bull, *The Anarchial Society: A Study of Order in World Politics*, 2nd edn., London: Macmillan, 1995
- James Lee Ray & Juliet Kaarbo, *Global Politics*, Boston: Houghton Mifflin Company 2005.
- John Baylis and Steve Smith (eds.), *The Globalization of World Politics: An Introduction to International Relation*, Oxford University Press, 2001
- Ghai U. R. *Indian Political System*, New Delhi, 2009.
- Burton, John, *Conflict: Resolution and Prevention* (London: Macmillan, 1990).
- Website/Links/Online Portal/ICT
- International Relations: Nature and Scope, <http://www.indiancommunities.org/2017/10/17/international-relations-nature-and-scope/>
- The Birth of the Cold War, <https://escholarship.org/content/qt5n76j21d/qt5n76j21d.pdf?t=ni4afp>
- Key theories of international relations, <https://online.norwich.edu/academic-programs/resources/key-theories-of-international-relations>
- The Balance of Power in World Politics, https://www.researchgate.net/publication/306091384_The_Balance_of_Power_in_World_Politics
- Nuclear disarmament, arms control and non-proliferation, <https://www.sipri.org/yearbook/2019/07>

Course Title: History-VI (History of World)
Course Code: BAD627

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. provide information of Renaissance of Europe
2. provide information regarding background of Political revolutions
3. develop understanding the causes & effects of Social reforms
4. understand the rise of Napoleon and how Metternich dominated the European politics

Course Content

Unit-I

12 Hours

Rise of Modern Age: Renaissance: its effects, its spread in Europe;
 Reformation: its effects and significant and spread of Enlightenment outside Europe
 Napoleon; His reforms, causes of his downfall.

Unit-II

11 Hours

Congress of Vienna: Principle, Main decisions of views congress and signification of Vienna congress
 Rise of Nationalism in the 19th century
 Crimean War: Causes and effects.

Unit-III

12 Hours

Industrial Revolution – causes and its effects.
 The Russian Revolution of 1917-causes and significance.
 Causes and effects of the First World War and Second World War.

Unit-IV

10 Hours

Chinese Revolution of 1949: its causes and effects.
 French Revolution of 1789: its causes and effects.

Maps:

- a) Vienna Congress.
- b) Unification of Italy
- c) Europe in 1945.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Hazen, C.D. : *Modern Europe up to 1945 (English)*, PP. 39-261, 301-390, 448-591, 639-708.
- 2.Ketelbey, C.D.M., *A History of Modern Times (English)*, PP. 227-342, 385-408.
- Carr, E.H., *International Relations between the Two World Wars, 1919-1939*.
- Ergang, Robert, *Europe in our Times*, PP. 3-24, 87-194, 227-288, 313-

349, 465-498.

- Fay, S.B. *The Origins of the World War*.
- Aggarwal, D R (2005). *Quantitative Methods*, Vrinda Publications, New Delhi.
- Pillai, R. S. & Bagavathi, N (2010). *Statistics Theory and Practice*, Seventh Revised Edition, S. Chand & Company Ltd., New Delhi

Course Title: Sociology-VI (Sociological Theories)

Course Code: BAD628

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. develop understanding of the process of socialization
2. demonstrate to understand different factors that influence to personality of a person
3. examine the Rural, Urban & Tribal social organization
4. analysis, administration/management, communication, quantitative analysis and problem solving

Course Content

Unit-I

13 Hours

Basic Concepts: Theory, fact and Concept.

August Comte: Law of three stages, concept of positivism and hierarchy of sciences.

Unit II

10 Hours

Karl Max: Theory of conflict, Class Consciousness, Alienation, Surplus value and class struggle.

Unit III

12 Hours

Herbert Spencer: Evolution theory and classification of societies.

Unit IV

10 Hours

Max Weber: Social action, social understanding, religion, capitalism.

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- Andreski, S.(ed.) (1971). *Herbert Spencer: Structure, Function and Evolution*. London: Michael Joseph.

- Barnes, H.E.(Ed.) (1948). *An Introduction to the History of Sociology*. Chicago: University of Chicago Press.
- Cohen, P.(1968). *Modern Social Theory*. New York: Basic Books.
- Coser, L.A.(1971). *Masters of Sociological Thought*. New York: Harcourt Brace, Jovanovich.
- Jammu, P.S. and G.S.(eds.) (1990). *Samaj Vigyanik Sidhant*. Patiala: Punjabi Bhatnagar University.
- Judge, Paramjeet Singh (1998). *Samaj Vigyanak Drishtikon ate Sidhant*. Patiala: Punjabi University.
- Timasheff, N.S. (1976). *Sociological Theory (4th Ed.)* New York: Random House.
- Turner, J.(1978). *The Structure of Sociological Theory*. Home-woods, Illinois: The Dorsey Press.
- Judge, P. *Max Weber: Punjab Academy, Delhi*

Course Title: Economics-VI (Statistics in Economics)

Course Code: BAD629

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. evaluate the relationship between different variables by using correlation and regression method
2. calculate the average value by using mean, median, mode
3. measure the Mean Deviation, Quartile Deviation, and Standard Deviation
4. develop the computational skill of Estimating the time series and trend analysis

Course Content

Unit-I

12 Hours

Introduction to Statistics: Concept, Definition, Objective and scope.
Variables and attributes of Statistics and concept of population and sample.
Scales of measurement - nominal, ordinal, interval and ratio.

Unit-II

11 Hours

Central Tendency: Measures of Central Tendency: mathematical and positional.
Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, moments, measures of Skewness and kurtosis.
Representation of Data: Frequency Distribution and Graphical Presentation.

Unit-III

12 Hours

Correlation Analysis: Karl Pearson's (excluding grouped data) and Spearman's rank formula
Regression Analysis: Definition, scatter diagram, Linear Regression and Multiple Regression methods

Unit-IV

10 Hours

Interpolation: Binomial Expansion method, Newton's Advancing Difference Method and Lagrange's Method, Extrapolation.

Trivariate Data: Partial and Multiple Correlation Coefficients. Fitting of Simple linear and quadratic regression lines using principle of least squares.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Sanchati, D.C. and Kapoor, V.K. (1993). Business Mathematics, New Delhi, Sultan Chand & Sons.*
- *Gupta, S.C. (2011). Fundamentals of Statistics, Bombay, Himalaya Publishing House.*

Course Title: Mathematics-VI (Probability and Statistics, Number Theory & Linear Programming Problem)

Course Code: BAD630

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. understand the concepts of sample space, probability space, random variables and calculation of probability
1. explore the concept of Moment generating function and characteristic functions with examples also learn various concepts behind discrete and continuous distributions and calculation of their joint behaviour of two random variables
2. grasp some of the open problems related to prime numbers, Solve some number theoretic functions and modular arithmetic
3. define how to formulate an LPP with linear constraints and identify a problem in your locality, formulate it as an LPP and solve. Prove basic set equalities
4. explain, how to maximize the profit, minimize the cost, minimize the time in transportation problem. For example, travelling salesman problem, Assignment problems

Course Content

Unit I

10 Hours

Sample space and events, algebra of events, axiomatic approaches, conditional probability, basic laws of total probability and compound probability, Bayes' theorem.

Probability Functions and Moment Generating Function: Sample space, Probability set function, Real random variables - Discrete and continuous, Cumulative distribution function, Probability

mass/density functions, Transformations, Mathematical expectation, Moments, Moment generating function, Characteristic function.

Unit II

12 Hours

Distribution of Primes and Theory of Congruencies: Linear Diophantine equation, Prime counting function, Prime number theorem, Fermat and Mersenne primes, Congruence relation and its properties, Linear congruence and Chinese remainder theorem, Fermat's little theorem, Wilson's theorem.

Number Theoretic Functions: Number theoretic functions for sum and number of divisors, Multiplicative function, The Mobius inversion formula, The greatest integer function. Euler's phi-function and properties, Euler's theorem.

Unit III

11 Hours

Linear Programming Problem(LPP): Mathematical Formulation - Graphical Method of Solution – Simplex Method – Big „M“ Method – Two Phase Simplex Method – Duality – Dual Simplex Method

Transportation Problems: Mathematical Formulation – Balanced and unbalanced TP – North-West Corner Rule – Least Cost Method – Vogel's Approximation Method – Test for Optimality – Maximization problems in TP

Unit IV

12 Hours

Inventory Control: Basics – Types of Inventory Models: Deterministic Models: Model I Purchase Model without Shortages – Model II Production Model without Shortages – Model III Purchase Model with Shortages – Model IV Production Model with Shortages.

Assignment Problems(AP): Mathematical Formulation – Method of Solution – Maximization in AP

Transactional Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz, Open talk, Case analysis.

Suggested Readings

- Hogg, Robert V., McKean, Joseph W., & Craig, Allen T. (2013). *Introduction to Mathematical Statistics* (7th ed.). Pearson Education, Inc.
- Miller, Irwin & Miller, Marylees. (2014). *John E. Freund's Mathematical Statistics with Applications* (8th ed.). Pearson. Dorling Kindersley (India).
- Ross, Sheldon M. (2014). *Introduction to Probability Models* (11th ed.). Elsevier Inc. AP.
- Burton, David M. (2007). *Elementary Number Theory* (7th ed.). Tata McGraw-Hill Edition, Indian Reprint.
- Jones, G. A., & Jones, J. Mary. (2005). *Elementary Number Theory. Undergraduate Mathematics Series (SUMS). First Indian Print.*
- 1. Neville Robinns. (2007). *Beginning Number Theory* (2nd ed.). Narosa Publishing House Pvt. Limited, Delhi.

- 9. Sharma, J. K. (2016). *Operations research: theory and applications*. Trinity Press, an imprint of Laxmi Publications Pvt. Limited
- 10. J. K. Sharma, (2012). *Operations Research – Problems and Solutions*, Macmillan Pub.
- 11. G. Hadly (1975). *Linear Programming*, Narosa Publishing House
- 12. A. H. Taha, (25005). *Operations Research – An Introduction*. Prentice Hall.
- 13. Hillier and Lieberman, (2017). *Introduction to Operations Research*, McGraw Hill.

Web Sources

- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Title: Pedagogy of English
Course Code: BAD631

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. acquaint with reading and writing skills
2. interpret the text with attention to ambiguity, and complexity
3. explain different creative forms of English literature like poetry, prose and Drama
4. practice a deliberate writing process with emphasis on various aspects of writing

Course Content

UNIT I

10 Hours

Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including the use of sauruses, dictionary, encyclopaedia, etc.

Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher orderskills.

UNIT II

12 Hours

Different Creative forms of English Language: Understanding different forms of literature

Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in schoolcurriculum.

Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indianlanguages.

UNIT III

10 Hours

Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films.

Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

UNIT IV

13 Hours

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. Feedback to students, parent's and teachers.

Professional development of English teachers

Transactional Modes

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students* Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language* New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language* Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. Teaching of English in India* Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language* London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing* London: Oxford

University Press. French, F.G. (1963). *Teaching English as an International Language* London: OUP

- Gokak, V.K. (1963). *English in India. Its Present and Future* Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns* London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English* New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English* Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English* Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

Course Title: Pedagogy of Punjabi
Course Code: BAD632

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On successful completion of the course, the students will be able to:

- 1 ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
- 2 ਬਿੱਵਚਆ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ।
- 3 ਿੱਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮਿੱਗਰੀ ਦੀ ਿੱਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਵਸਲ ਕਰਨਗੇ।
- 4 ਵਿਆਕਰਨ ਦੀ ਪੜ੍ਹੀ ਜਾਣਕਾਰੀ ਹਾਵਸਲ ਕਰਨਗੇ।

ਭਾਗ -ੳ

10 ਘੰਟੇ

ਕਵਿਤਾ ਦੀ ਵਸਿੱਵਖਆ ਦੇ ਉੱ, ਮਹਿੱਤਿ ਵਿਧੀਆਂ
 ਿੱਾਰਤਕ ਦੀ ਵਸਿੱਵਖਆ, ਅਰਥ, ਉੱ, ਵਕਸਮਾਂ, ਮਹਿੱਤਿ ਅਤੇ ਵਿਧੀਆਂ
 ਵਿਆਕਰਨ ਦੀ ਵਸਿੱਵਖਆ, ਉੱ, ਵਕਸਮਾਂ ਮਹਿੱਤਿ ਅਤੇ ਵਿਧੀਆਂ
 ੁਬਿੱਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਵਸਿੱਵਖਆ, ਮਹਿੱਤਿ ਅਤੇ ਵਿਧੀਆਂ

ਭਾਗ - ਅ

11 ਘੰਟੇ

ਪਾਠ- ਯੋਜਨਾ, ਅਰਥ, ਵਕਸਮਾਂ, ਉੱ, ਅਤੇ ਗੁਣ।
 ਪਾਠ- ਯੋਜਨਾ ਦੀ ਵਤਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਵਨਬੁੰਧ, ਵਿਆਕਰਨ, ਿੱਾਰਤਕ
 ਭਾਉਂ ਵਸਿੱਵਖਆ ਿੱਾ ਅਵਧਆਪਕ, ਗੁਣ, ਿੱਰਤਮਾਨ ਸਵਥਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਭਾਗ -ੲ

12 ਘੰਟੇ

ਵਿਰੁੱਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਵਕਸਮਾਂ ਅਤੇ ਪਰਯੋਗੀ ਮਹਿੱਤਿ ।
 ਭਾਉਂ ਯੋਗਤਾ ਿੱਾਂ ਿੱਾ ਮੁਲਾਂਕਣ ਧਾਰਨਾ, ਪਰੀਵਖਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ,
 ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪਰੁੱਨ ਪਿੱਤਰਾ ਦੀਆਂ ਵਕਸਮਾਂ ਅਤੇ ਪਰੁੱਨ ਪਿੱਤਰ ਦੇ ਵਨਰਮਾਣ
 ਦੇ ਵਸਧਾਂਤ।
 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਵਮਕ ਵਸਿੱਵਖਆ ਿੱਾ ਅਰਥ, ਉੱ, ਭਾਉਂ
 ਤਰੁੱਟੀਆਂ, ਿੱੇਉਂਾਂ
 ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ
 ਅਤੇ ਉਪਚਾਰਾਤਵਮਕ ਵਸਿੱਵਖਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

ਭਾਗ - ਸ

12 ਘੰਟੇ

- ਿਾਕ ਬੋਧ, ਿਾਕ ਰਚਨਾ ਿਾਕੁੰਡ, ਿਾਕ ਿਟਾਂਰਿ, ਵਿਸਰਾਮ ਵਚੂਨਹ, ਮੁਹਾਂਰਿ ਤੇ ਅਖਾਣ।
- ਰਚਨਾ ਪੈਰਹਾ ਰਚਨਾ, ਸੁੰਖੇਪ ਰਚਨਾ, ਵਚਿੱਠੀ ਪਿੱਤਰ, ਅਣਵਡਿੱਠਾ ਪੈਰਹਾ।

ਅੰਦਰੂਨੀ ਪਰਯੋਗ

ਸਲਾਨਾ ਪਸਰਨ ਪਿੱਤਰ ਿੰਾ ਵਨਰਮਾਣ
ਭਾਸਾ ਹੁਨਰਾਂ ਨਾਲ ਸੁੰਬੁੰਦਤ ਵਕਵਰਆਤਮਕ ਖੋਜ

ਅਵਧਆਪਨ ਯੁਗਤਾਂ

ਭਾਠਣ, ਵਿਚਾਰ ਿਟਾਿਰਾ, ਕੁੰਮ ਸੌਪਣੀਆਂ, ਸਰਿਖਣ, ਪਾਠਾਤਰ ਵਕਵਰਆ, ਵਿਸਲੇਠਣ, ਅਵਭਾਸ, ਵਰਵਿਊ, ਸੈਮੀਨਰ, ਸਮੱਵਸਆ ਹੱਲ ਵਵਧੀ, ਸੰਵਾਦ ਵਵਧੀ, ਸਮੁਵਹਕ ਵਸਖਲਾਈ ਵਵਧੀ, ਪੀ. ਪੀ ਟੀ. ਅਤੇ ਪਰਿਰਠਨ ਵਿਧੀ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਵਸੁੰਘ, ਹਰਕੀਰਤ (1966) ਪੁੰਜਾਬੀ ਬਾਰੇ, ਪੁੰਜਾਬੀ ਯਨੀਰਵਸਟੀ, ਪਵਟਆਲਾ ।
- ਵਸੁੰਘ, ਹਰਕੀਰਤ, (1968) ਪੁੰਜਾਬੀ ਠਬਿ ਰਪ ਅਤੇ ਭਿ, ਪੁੰਜਾਬੀ ਯਨੀਰਵਸਟੀ, ਪਵਟਆਲਾ
- ਵਸੁੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਵਲਪੀ, ਲਾਹੌਰ ਬੁਿੱਕਠਾਪ, ਲੁਵਧਆਣਾ ।
- ਵਸੁੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਵਲਪੀ ਿੰਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪੁੰਜਾਬ ਯਨੀਰਵਸਟੀ, ਚੁੰਡੀਗੜਹ।
- ਵਸੁੰਘ, ਤੀਰਥ (1999) ਪੁੰਜਾਬੀ ਅਵਧਆਪਨ ਐਸ. ਜੀ. ਪਬਵਲਠਰਜ, ਜਲਪੁੰਰ।
- ਸੁੰਘਾ .ਸੁਖਵਿੰਰ ਵਸੁੰਘ (2004) ਪੁੰਜਾਬੀ ਭਾਠਾ ਵਿਵਰਆਨ, ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਕਾਿਮੀ, ਜਲਪੁੰਰ ।
- ਕਹੁੰ, ਕੁਲਬੀਰ ਵਸੁੰਘ ਭਾਠਾ ਵਿਵਰਆਨ, ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਤੇ ਗੁਰਮੁਖੀ ਵਲਪੀ, ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਕਾਿਮੀ
- ਜਸਿੰਤ ਵਸੁੰਘ (2012) ਮਾਤ ਭਾਠਾ ਿੰੀ ਵਸਿੱਵਖਆ ਵਿਧੀ, ਵਨਊ ਬੁਿੱਕ ਕਪੁੰਨੀ, ਜਲਪੁੰਰ ।
- ਨੂੰਿਰਾ, ਵਿੰਦਿਰਿੰ ਵਸੁੰਘ (2008) ਪੁੰਜਾਬੀ ਭਾਠਾ ਅਵਧਆਪਨ, ਟਿੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਵਟਆਲਾ
- ਨੂੰਿਰਾ, ਵਿੰਦਿਰਿੰ ਵਸੁੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਵਨਕ ਪੁੰਜਾਬੀ ਅਵਧਆਪਨ, ਲੁਵਧਆਣਾ ਵਿਨੋ ਪਬਲੀਕਠੇਨ
- ਪਿਮ, ਵਪਆਰਾ ਵਸੁੰਘ (1969) ਪੁੰਜਾਬੀ ਬੋਲੀ ਿੰਾ ਇਵਤਹਾਸ, ਕਲਾ ਮੁੰਵਿਰ ਪਵਟਆਲਾ
- ਪੁੰਜਾਬੀ ਭਾਠਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਵਟਆਲਾ, ਪੁੰਜਾਬੀ ਯਨੀਰਵਸਟੀ, ਪਵਟਆਲਾ
- ਨੂੰਿਰਾ, ਵਿੰਦਿਰਿੰ ਵਸੁੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਵਨਕ ਪੁੰਜਾਬੀ ਅਵਧਆਪਨ, ਲੁਵਧਆਣਾ ਵਿਨੋ ਪਬਲੀਕਠੇਨ
- ਪਿਮ, ਵਪਆਰਾ ਵਸੁੰਘ (1969) ਪੁੰਜਾਬੀ ਬੋਲੀ ਿੰਾ ਇਵਤਹਾਸ, ਪਵਟਆਲਾ ਕਲਾ ਮੁੰਵਿਰ
- ਪੁੰਜਾਬੀ ਭਾਠਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਵਟਆਲਾ, ਪੁੰਜਾਬੀ ਯਨੀਰਵਸਟੀ।
- ਬ ਟਾ ਵਸੁੰਘ ਬਰਾੜ, (2018) ਪੁੰਜਾਬੀ ਵਿਆਕਰਨ ਵਸਧਾਤ ਅਤੇ ਵਿਿਹਾਰ ਪੁੰਜ ਆਬ ਪਰਕਾਠਨ
- ਿੰਨੀਚੁੰਰਿ (2010) ਪੁੰਜਾਬੀ ਭਾਠਾ ਿੰਾ ਵਿਕਾਸ ਪੁੰਜਾਬ ਯਨੀਰਵਸਟੀ ਵਬਊਰੇ ਚੁੰਡੀਗੜਹ

Course Title: Pedagogy of Hindi

Course Code: BAD633

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

- fo4kFkÊ lw{e f'k{k.k vkSj mlds fofHkUu dkS'kyks dk ç;ksx dj Ldxs
- fo4kFkÊ vuoknu ys[ku dh vko';drk vkSj egRo dks tku Ldxs
- fo4kFkÊ fganH Hkkekk dh fofHkUu fo/kkvksa dk fo'ysek.kkRed vè;;u dj Ldsax
- fo4kFkÊ ikB-;Øe fueki.k d fli)karL dks tku Ldxs

Course Content

bdkbZ ¼d½

12 *kaVs

- fgUnh f'k{k.k d; y{;
- ikB~;kstuk fuekZ.k d; mikxe ½gjcV] ēywe] e,fjlu] vkj-lh-bZ-,e-½
- lw{e f'k{k.k dkS'ky - vFk] ,o izfØ;k] dkS''ky ¼izLrkouk] vu'khyu] iz'u] n'Vkar] O;k;k] mnnhiu ifjoru] iucZyu dkS''ky½

bdkbZ ¼k½

11 *kaVs

- dfork f'k{k.k - ¼ek/;fed rFkk mPp ek/;fed Lrj ij] egRo] mn~ns';] lksiku rFkk fof/k;k] A
- x4 f'k{k.k - egRo] mn~ns';] lksiku] fof/k;k]A
- O;kdj.k f'k{k.k - egRo] mn~n';] lksiku] fof/k;k]A

bdkbZ¼x½

11 *kaVs

- ikB~;Øe fuekZ.k d; fl)kar
- ikB~;-iqLrd dk egRo ,oa foLkks'krk,;A
- fganh esa ewY;kadu- vFk] egRo] izdkj A

bdkbZ ¼*k½

11 *kaVs

- iz'u-i= fuekZ.k d; fl)karA
- fØ;kRed vu]La/kku]
- vuokn ys[ku- vFk] egRo rFkk vko";drk]
- funkukRed f'k{k.k] v'kqf+) "kks/ku o ek]tu] mipkjkRed f'k{k.k

izk;ksfxd dk;Z

d- fofHkUu vk/kkj] ij i'u-i= dk fuekZ.k -

¼leL;k lek/kku] l`tukRed fparu] lekykspu fparu] dYiuk"khryk Okkys iz"u] cgqfPdYih;] y*kq-mÜkj; iz"u-i=½

[k- fdLh ,d cky-if=dk@cky-iLrd dh leh{kka

iqLrd lwph:-

- thr] ;ksxsUnz HkkbZ ¼1972½ fgUnh f'k{k.k vkxjk: fouksn iLrdefnj
- [kUuk] T;ksfr ¼2006½ fgUnh f'k{k.k] ubZ fnYyh : /kuirjk; ,.M dEiuh
- lQk;k] j*kqukFk ¼1997½ fgUnh f'k{k.k fof/k] fdrkc *kj] tkyU/kj] iatkc
- HkkfV;k ds-d vkSj ukjax] lh- ,y ¼1989½ vk/kqfud fgUnh fof/k;ka] izdk"ik ifēy"kj] czntZ cjkM+]
- loZthr dkSj ¼2009½ dY;k.kh izdk"ku] ubi fnYyh]
- flag] lkfo=h ¼1997½ fgUnh f'k{k.k] yk;y cdfMiks] esjB]
- pkS/kjh] uan fd"kksj ¼2009½ fgUnh f'k{k.k] x:lj lq/kkj ifēyds"ku lq/kkj]
- flUgk] ilkn "k=*u ¼1964½ fgUnh Hkk'kk dh f'k{k.k fof/k] iVuk]
- "kekZ] T;ksfr HkuksV] fgUnh f'k{k.k] iLrd lnu] V.Mu ifēyds"ku] yf/k;kuka

Course Title : Pedagogy of Social Studies

Course Code : BAD634

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. write behavioral objectives in context of social studies lesson plan
2. critically evaluate unit plans and lesson plans on various topics
3. use appropriate skills, techniques and strategies of teaching of social studies
4. elucidate the role of teacher in teaching social studies

Course Content

Unit I

13 Hours

Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning

Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach

Planning for teaching Social Studies – Annual plan, Unit plan, and Lesson plan.

Unit II

10 Hours

Resource Centre, Meaning, Importance, Equipments, Advantage & Disadvantage

Importance and classification of teaching learning material (Projective & Non-Projective aids)

Maps, Charts, Globe, Graphs, Models (Working & Still), Real and specimens, Multimedia in Social studies teaching

Unit III

10 Hours

Concept and importance of Evaluation, Principles, Process of Evaluation, Techniques of evaluation: -1. Quantitative 2. Qualitative

Construction of an Achievement test and Blueprint

Role of teacher in teaching social studies, professional competencies and professional development programs, teacher as researcher and facilitator

Unit IV

12 Hours

E-learning in Social Studies

Computer Assisted Instruction, Computer managed learning, multimedia in learning Social Studies

Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in teaching Social Studies, Models and ICT, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in Social Studies, Podcasting

Transactional Mode

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications
- Kochhar, S.K. (1999). *The Teaching of History: Benglor sterling Publisher Pvt. Ltd.*
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- National Curriculum Frame Work (2005). NCERT, New Delhi
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Social Studies*. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). *Teaching of Social Studies* Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies* Boston: D.C. Herth and Co.

Course Title : Pedagogy of Political Science

Course Code : BAD635

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. design curriculum of teaching of political science
2. integrate modern concept and tools of evaluation in teaching of political science

3. utilize various supplementary material in teaching of political science
4. classify and make use of different teaching aids

Course Content

Unit I

10 Hours

Curriculum Organization: - Principles of Curriculum construction, approaches of organizing curriculum in Political Science: Concentric, topical, unit and chronological approach
Lesson plan: need, importance and steps of writing in teaching of Political Science.

Unit II

13 Hours

Political Science Text Books: Need, importance and Qualities
Need and equipment of Political Science Room
Supplementary material: Magazines, Journals News papers, reference books, Internet and Social Media with reference to Political development

Unit III

12 Hours

Methods of Teaching of Political Science- Lecture, Problem solving and Project method
Concept of formative and summative evaluation in teaching of Political science
Qualities of a Commerce teacher, Need of professional development of Political science teacher
Programmes for quality improvement in teaching of Political science- role of seminars, workshops & projects.

Unit IV

10 Hours

E-learning in political science
Computer Assisted Instruction, Computer managed learning, multimedia in learning political science
Models-Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in political science, Podcasting
Political science teacher's professional development

Transactional Modes

PanelDiscussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- *Chopra, J.K. (2005). Teaching of Political Science.Commonwealth Publishers, New Delhi,2005 Faria,*
- *B.L., Indian PoliticalSystem Kashyap, Subash, Indian Constitutions.*
- *Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School New York: Rinehart and Company*

- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science* Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *Wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

Course Title : Pedagogy of History

Course Code : BAD636

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. write behavioral objectives in context of History Lesson Planning.
1. construct the blue print & analyze the tools of evaluation.
2. develop the skills of preparing lesson plan & its presentation
3. critically evaluate unit plans and lesson plans on various topics
4. identify the role of teacher in teaching history

Course Content

Unit I

14 Hours

Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre, Non-Cooperation, Civil-Disobedience, Quit India Movement
 Blooms revised taxonomy of writing behavioral objectives in context of History Lesson Planning.
 Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach

Unit II

10 Hours

Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
 Concept, importance & types of Evaluation of History Purpose of evaluation in History, Formative and summative evaluation, their silent features, remedial teaching

Unit III

11 Hours

Construction of an Achievement test and Blueprint.
 Qualities of a History teacher, Need of professional development of History teacher
 Programmes for quality improvement in teaching of History - role of seminars, workshops & projects

Unit IV

10 Hours

E-learning in teaching history
 Computer Assisted Instruction, Computer managed learning,

multimedia in learning History
Maps, Charts, Globe, Graphs, Models, Time-Lines, Overhead Projector,
Multimedia in History teaching, educational broadcasting and
telecasting-interact video, tele-lecture, video conferencing, software in
History, Podcasting
Professional Development of History teachers

Transactional Modes

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Aggarwal, J.C. (1997), *Teaching of History: A Practical Approach*, Eastern BookHouse, Guwahati.
- Ballord. M. (1979), *New Movement in Study Teaching of History*. templesmith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*, Surjit Publications, Delhi,
- Burston, W.H. (1962). *Handbook for History Teachers*; and Green, C.W. London, Methuen & Co., Choudhury, K.P. (1995). *Effective Teaching of History in India: A Handbook for History Teachers*, NCERT, New Delhi
- Dash, B.N. (2006). *Teaching of History*, Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghate, V.D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). *The Teaching of History*. Oxford University Press.
- Johnson, H. (1962), *Teaching of History*. New York: Macmillan..
- Kochhar, S.K. (1985). *Teaching of History*. Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*. Delhi
- Pathak, S.P. (2007), *Teaching of History*. Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). *Teaching of History*. R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*. A. P.H. New Delhi.
- Singh, D. R., (1959). *The Teaching of History and Civics*. Jullandar University press.

Course Title : Pedagogy of Sociology**Course Code : BED637**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Course Outcomes**

On the completion of the course, the students will be able to

1. analyse the Sociological concepts and principles of secondary level Sociology content.
2. critically analyze the characteristics of textbooks used in Sociological education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Sociology
4. develop and enhance the qualities, skills, and competencies of Sociology teachers

Course Content**Unit I****12 Hours**

Culture and Sociology- concept of culture, cultural diversities, customs and traditions, role of culture in socialization.

Brief contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau

Principle for the construction and thematic organization of sociology curriculum - Approaches of organization of Sociology curriculum - Unit (b) Concentric (c) Topical - Critical analysis of Sociology syllabus at the Senior Secondary Stage.

Unit II**10 Hours**

Text book- importance, characteristics and critical analysis

Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of Sociology.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

E-learning resources-internet, web based tools, blogs, animation and multimedia etc.

Audio Visual Resources- meaning and importance in teaching learning process

Unit III**11 Hours**

Sociology Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation

Sociology club- meaning, importance, objectives, organization and activities
 3.3. Sociology Quiz- Importance and organization-steps
 Sociology Resource room- Importance and organization, activities organized in resource room.

Unit IV

10 Hours

Sociology teacher-qualities, skills and Competencies
 Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,
 Forms- Discussions on contemporary issues in social sciences by using social networking.
 Action research in Sociology-planning, execution and analysis.

Transactional Mode

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars.

Suggested Readings

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans. Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.

Course Title: Pedagogy of Economics

Course Code: BAD638

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. critically analyzed the Bloom's revised taxonomy of writing behavioral objectives in context of economics
2. integrate various techniques and skills in preparing lesson plan & its presentation
3. develop and achievement test in Economics
4. identify the role of teacher in teaching Economics
5. devise teaching strategies as per the needs of students of economics

Course Content

Unit I

13 Hours

Globalization and Indian Economy – Consumer Rights - Food security in India

Learning Resource: Primary and Secondary

Blooms revised taxonomy of writing behavioral objectives in context of Economics Lesson Planning

Unit II

10 Hours

Learning resources in Economics- Text books, reference books, journals, e-resources and community resources.

Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities.

Unit III

10 Hours

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations

Construction of an Achievement test in Economics and bluePrint.

Economics teacher: need and role in teaching economics, professional competencies and professional development programs, teacher as researcher and facilitator.

Unit IV

12 Hours

E-learning in Economics

Computer Assisted Instruction, Computer managed learning, multimedia in learning Economics

Learning resources - Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching, Models and ICT, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in Economics, Podcasting

Professional development of economic teachers

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars

Suggested Readings:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. & Chopra, K (2002). *Teaching of Economics* Ludhiana: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics* Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational Books Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and

- Kegan Paul, Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication. Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt. Ltd. National Curriculum Frame Work 2005, NCERT, New Delhi
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage Publications, 1986.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching* New Delhi: Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar: SG Publication

Course Title: Pedagogy of Mathematics
Course Code: BAD639

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. design curriculum of teaching of mathematics
2. develop proper understanding of modern concepts and tools of evaluation
3. prepare lesson plan of teaching of mathematics
4. develop understanding to different branches of mathematics

Course Content

Unit I

10 Hours

Geometry

Basic Geometrical ideas (2-D & 3-D Shapes) Symmetry: Types, shapes and dimensions

Constructions (Using straight edge scale, protractor, compasses)

Quadrilaterals

Menstruations (circle, sphere, cone, cylinder, triangles) Data handling, statistics, mean mode media & SD

Unit II

10 Hours

Evaluation: concept, need, types and criteria

Identifying learner's strength and weaknesses, Activities enriching mathematics learning – assisting learning, supplementary text material, mathematics club, contests and fairs, Recreational activities—Games, puzzles, riddles magic Square and beautiful numbers in mathematics

Learning Resources in Mathematics:

- Text-book quality (academic and technical)
- Mathematics Laboratory/resource centre
- Mathematics Library/Club

Unit III

13 Hours

Lesson Planning: Meaning, Importance and steps of lesson planning, formation of Macro lesson plan.

Micro teaching: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Reinforcement, Black Board Writing.

Unit IV

12 Hours

E-learning in commerce

Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce

Models-Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in commerce, Podcasting

Qualities of mathematics teacher: general, personal & specific; Professional growth, participation in conferences, seminars, workshops, projects

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings:

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.*
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics. Panipat: M/s N.M. Publishers.*
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.*
- Mangal, S. K. (2007). *Teaching of Mathematics. New Delhi: Arya Book Depot*
- N.C.E.R.T. *Text Books 6th to 10th Standard.*
- *National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.*
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching*

Mathematics. New Delhi: NCERT

- *Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co- operation.*
- *Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.*
- *Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers*

Websites:

- <http://www.ncert.nic.in> <http://rse.sagepub.com> .
- <http://www.edfac.unimelb.ed.ac> <http://www.eric.ed.gov>
- <http://www.merga.net.au> <http://ling.springerimages.com> <http://www.ibe.unesco.org>

Course Title: Women Education

Course Code: BAD640

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

- analyze the various aspects of women's education
- acquaint with the need for women's and girls' education
- reflect upon the current status of women in society
- analyze the prevalence and ways for eradicating various social evils related to women in society

Course Content

UNIT I1

12

Hours

Women Education: Meaning, need and scope, Transition of status of women through ages. Girl child education: Need, facilities, policies, present and futuristic plans of girl child education. Problems in educating girl child, Drop out: Meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society.

UNIT II

12

Hours

Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women, self-help groups. Socio-psychological determinants of women's education, Education of women of minority communities. Women's Rights: Right to education, work, property,

maintenance, equality, right against exploitation

UNIT III

11

Hours

Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extramarital affair and NRI deserted wives. Domestic violence: Meaning, types, causes, and ways to avoid domestic violence. Female feticides, infanticide, early child marriage, and girl child labor. Need, ways to achieve a quality of life for women; social justice and empowerment

UNIT IV

10

Hours

Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources. Research in women education: Areas, literature, and trends. Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA:
- Ozman, H. A., & Craver, S. M. (2011), *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Rao, B. (2008). *Women Education*. Discovery Publication: New Delhi.
- Singh, U.K et.al.(2005). *Women Education*. Common Wealth Publishers: New Delhi.
- Tripathy S.N. (2003). *Women in Informal Sector*. Discovery Publishing House: New Delhi.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.

SEMESTER - VII

Course Title : School Internship Program

Course Code : BAD701

L	T	P	Credits
0	0	0	16

Total Hours: 240

Course Outcomes-

On the completion of the course, the students will be able to

1. develop conceptual understanding about Pedagogy of school subjects 'environment and understand the learner, learning behavior and learning situations
2. validate the theoretical understanding regarding pedagogical courses and school environment
3. design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

School based Internship

1. **Phase I School Internship – for 16 weeks (16 Credits)**
2. **Phase II** Post internship- for 1weekFinal examination in practice teaching (in actual school setting by external and internal examiners). The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as coordinator for the exams.

COURSE DETAILS

Phase - I: School Internship – for 16 weeks (16 Credits)

1. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
2. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
 - Observation of lessons of school teachers in concerned teaching subjects.
 - Observation of School curriculum-subject-wise
3. **Preparation of School Observation file:**
 - Philosophy of the school
 - Vision/ aims/Objectives of the school.
 - Organization and management,
 - Fee and funds, staff salary scales/grades+ allowances, leave

rules, Service rules, joining reports, relieving slip etc.

- School Plant- detailed account of Infrastructural, Instructional and Human resources.
- SWOC analysis of the school.

4. Details of files During Internship Program:

1. 80 Lesson plans in elementary & secondary level classes in each subject during internship program.
2. Distribution of 80 Unit/Lesson plans in each subject will be as under:
 - Detailed Lesson Plans: 40
 - Diary format Unit/Lesson Plans: 20
 - ICT Based Lesson Plans: 12
 - Test based lesson plan (by preparing blue print): 4
 - Teaching models based lesson plans: 4
 - Total 80+80=160 lesson Plans in both the pedagogical subjects.
 - Observation of Peer lessons: 40;
 - Observation of lessons by school teachers: 20

5. Other files during internship Program

- School Observation File:
- Action research report:
- Timetable and attendance record:
- Observation of school children in classroom as well as out of classroom, during all school activities:
- Report on Morning assembly and Co-curricular activities
- Development of audio visual aids.
- Use of school library and conducting lab work.
- Observing important occasions and celebrating important national days with school children.
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- Learning to maintain school records and registers.

Phase II Post internship- for 1 week, it involves the following activities

1. Writing reflective reports on the whole school internship program
2. Extended discussion among the student-teachers.
3. Presentation by student-teachers on different aspects of the teaching experiences after the internship.

Evaluation Program:

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School Internship Program. (50+50=100 marks)
2. External Assessment: Final Skill-in-Teaching Examination in each

subject. (50+50=100)

Written lessonplan	10marks
Presentation /contentdelivery	20marks
Teacher Traits & classroom behavior	10marks
Teaching aids/models/ICTused	10marks
Total	50 marks

Evaluation Criterion

Monthly Assessment: 25 marks

Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title : Research Project (Community Engagement)

Course Code : BAD702

L	T	P	Credits
0	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course, the students will be able to

1. sensitized to various social problems, issues and ideas where they can contribute in a meaningful way
2. create an environment of work culture based on mutual work, co-operation and team work
3. develop a deep faith in dignity of labor and life of active social involvement
4. develop aesthetic, creative and innovative abilities
5. work for the preservation, promotion and spread of cultural values & cultural heritage

Course Content

Cleanliness and beautification of surroundings; Participation in NSS/NCC Activities of Working in social service centers like old age home, hospitals, institutions for blind, orphan houses, any other social service center of NGO's / GO's; Helping the needy- Donating Blood/Organ Donation Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps; Tree plantation or growing of ornamental plants; Identification of needy women and providing help; coaching to needy students; guidance and counseling to older people and needy children

Project report-

1. The students will maintain a project report on activities performed during community service.

Evaluation Criterion

Monthly assessment: 25 (per month)

Performance: 10 marks

Report: 5 marks

Practical Viva: 5 marks

Regularity: 5 marks

SEMESTER-VIII

Course Title: Knowledge and Curriculum

Course Code: BAD810

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to

1. understand the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum
2. analyze the hidden curriculum and various frames of curriculum
3. analyze the structure of knowledge as reflected in disciplinary streams and Courses
4. develop the skills to construct curriculum

Course Content

Unit I

15 Hours

Knowledge –Concept, nature and sources of Knowledge, Role of Teacher and Student in Construction of Knowledge

Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief

Facets of Knowledge: local and universal, Concrete and abstract, Theoretical and practical, Contextual and textual. School and out of school

Concept of Modernization, Multiculturalism and Democratic Education

Unit II

12 Hours

Education for nationalism, universalism and secularism.

Autonomy of teachers and learners – concept and barriers.

Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.

National values as enshrined in the constitution of India

Unit III

13 Hours

Curriculum – meaning, objectives and components.

Determinants of Curriculum-Philosophical, sociological, psychological and ideological.

Relevance of curriculum, principles of curriculum construction.

Meaning and concerns of 'Hidden Curriculum'

Curriculum visualized at different levels – National level, State level, School level and Classroom level.

Unit IV

20 Hours

Approaches to curriculum development – subject centered, learner centered and community centered.

Operationalizing Curriculum into learning situations, teachers' role in generating dynamic curriculum experiences through- flexible

interpretation of curricular aims, contextualization of learning and varied learning experiences.

Relationship between power, Ideology and the curriculum.

Transactional Mode

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Seminars

Suggested Readings

- Butchvarov, P. (1970). *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.
- Dearden, R.F. (1984). *Theory and Practice in Education*, Routledge K Kegan & Paul.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the cultural studies*. Routledge Pub.
- Rani, S., & Siddiqui, M. A. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*. *Journal of Education and Practice*, 6(28), 91-96.
- National Council of Educational Research, & Training (India). (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). *National curriculum framework for teacher education, 2009: A review of its perspectives and relevancies*. *International Journal of Applied Research*, 1(9), 776-778.
- Sen Gupta, M. (2021). *Knowledge and curriculum*. PHI Learning Pvt. Ltd.
- Sen Gupta, M. *Knowledge and curriculum*. PHI Learning Pvt. Ltd., 2021.

Course Title : Gender School and Society

Course Code : BAD801

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course, the students will be able to:

1. develop the basic understanding of gender issues and studies.
2. develop the problem solving ability and understanding to various physical and mental abuses in school and society
3. discuss the strategies and skills to remove gender inequality in school and society.
4. develop the potential for perspective building located in the Indian socio-cultural context.

Course Content

Unit I

13 Hours

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
Gender issues in contemporary India – Nature, constitutional provisions and policies.

Unit II **12 Hours**

Gender bias in Schooling and in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture)

Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.

Unit III **13 Hours**

Linkages and differences between reproductive rights and sexual rights, redressal of sexual harassment and abuse.

Perspective of society towards gender inequality – Nature, causes and Remedies.

Unit IV **12 Hours**

Awareness towards gender issues – family and society as an agent.

Role of media (print and electronic) in social construction of gender.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17-B, Sri Aurobindo Marg, New Delhi – 110016*
- NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT*.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK*.
- United Nations Girls' Education Initiative (UNGEI), New York, (2012). *Gender Analysis in Education: A Conceptual Overview*. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal? Economic and Political Weekly, 4577-4582*

Course Title : Creating an Inclusive Schools

Course Code : BAD803

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. understand concept, meaning and significance of inclusive education
2. appreciate the need for promoting inclusive practice and roles and responsibilities of the teachers, parents, peers and community
3. develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education
4. identify and utilize existing resources to promote inclusive practice

Course Content

Unit I

15 Hours

Concept, importance and barriers of inclusive education.

Historical perspectives of inclusive education for children with diverse needs.

Difference between special education, integrated education and inclusive education.

Children with special needs- Concept, classification and difference between impairment, disability and handicap

Unit II

10 Hours

National Policy on education 1986, 1992 regarding special Education

Rehabilitation Council of India Act (1992)

Persons with Disabilities Act (2016)

National Policy of Disabilities (2006),

Unit III

10 Hours

Learning disability -Concept, causes, screening & Classroom management strategies.

Mental Retardation -Concept, causes, screening & Classroom management strategies

Visual Impairment and Hearing Impairment -Concept, causes, screening & Classroom Management strategies

Locomotor Impairment & - Concept, causes, screening & Classroom management strategies

Unit IV

10 Hours

Individualized Education Program for CWDN

Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children.

Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.

Role of technology for inclusive education

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Case Analysis, Role Play, Demonstration, Project Based Learning, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2002). *Successful inclusion for educational leaders*. Prentice Hall.
- Gartner, A. and Lipsky, D. D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. and Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. and Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Karant, P. and Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California, Singular Publications.
- Lewis, R. B. and Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey, Pearson
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon
- Sedlak, R. A. and Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
- Stow L. and Selfe, L. (1989). *Understanding Children with Special Needs*. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An ethnographic*

study. Philadelphia, OpenUnive

- *Westwood P. (2006). Commonsense Methods for Children with Special Educational N*

Course Title : Reading and Reflecting on Texts

Course Code : BAD804

L	T	P	Credits
0	0	4	2

Total Hours: 30

Course Outcomes

On the completion of the course, the students will be able to

1. develop the understanding about the ways of reading different texts.
2. read and reflect on variety of texts in different ways
3. read available texts and literaturecritically in the chosen area.
4. develop reading skills after understanding reading techniques

Course Content

Unit I

8 Hours

Reading: Concept, Purpose and process

Types of Reading, Informative Reading, Critical Reading & Creative Reading.

Importance of Teaching Reading.

Unit II

8 Hours

Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies

Tests of readingcomprehension.

Unit III

7 Hours

Test of rates of reading - Time limit methods & amount limitmethod.

Analysis of advertisement on the basis oflanguage.

Unit IV

7 Hours

Building the reading habits

Analysis of 2 passages from Science, Social Sciences & Mathematics textbooks of classes VI toX.

Transactional Mode

PaneDiscussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, seminars

Suggested Readings

- *Alan Robinson H. (Ed.) (1964). Meeting Individual Difference in Reading, The University of Chicago Press Chicago,*
- *Blanton, W.E. Fae (Ed) (1976). Measuring reading performance International Reading Association, New York,*

- *Dechant, E.V. (1964). Improving the Teaching of Reading, Prentice Hall Englewood Cliffs, Inc. 1964.*
- *EK Wall E.E., (1971).Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston.*
- *Gupta. P.K, Gandhi, A.K, Bhatnagar, S.S. (2015) Text reading and Reflection. R. Lall publishers*
- *Pandey, R. (2016) Reading and Reflective on Text. Rakhi Prakshan*
- *Srivastva, D.S (2016). Reading and Reflecting on Text. Shri Vinod Pustak Mandri Agra*
- *Sandhu, T.S, Brar,A.S, Watts, A., Kaur, P.Garg, B. Kaur, A, Kaur, M (2017). Reading and Reflective on Text. Rigi Publication, Khana, Pb.*

Course Title : Art in Education

Course Code : BAD811

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. develop the understanding of meaning, concept and relevance of art in education
2. develop personal and professional skills as an art teacher
3. understand the applications of visual, Performing and literary art
4. teach learner effectively and creatively through artistic skills

Course Content

Unit I

10 Hours

Meaning and Concept of 'Art and Arts in Education.

Understanding aesthetics and its Educational Relevance

Arts as pedagogy of learning, development and understanding of Arts (visual and performing arts) and their importance in different subjects.

Unit II

10 Hours

Knowledge of Indian Craft, Traditions and its relevance in education

Knowledge of Indian Contemporary Art and Artists

Visual Arts, Indian festivals and their artistic significance

Indian Rasa Theories (Bharat Muni's Natya Shastra).

Unit III

10 Hours

Music and Drama in Teaching and Learning-need, importance,

Various forms of Music: Gayan, Vadan and Nartan.

The impact of Music on Human behavior.

Meaning and types of gestures, Postures and Facial Expression.

Unit IV

15 Hours

Theatre: Introduction, Importance and role of Drama in general and in education

Forms and Styles: Comedy and Tragedy.

Components of Theatre: Role play, Space, Time, Audience and Performance.

Identification of different performing arts forms and artist – dance music and musical instrument, theatre, puppetry etc

Transactional Mode

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Role Play, Demonstration, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- Gupta S.P., (2002). *Elements of Indian Art. Inderaprastha Museum of art and Archaeology, New Delhi.*
- Ray Niharrajan, (1984). *An Approach to Indian Art. Publication Bureau.*
- Roy C. Craven, (1995). *Indian Art A Concise History. Thames and Hudson Ltd, London.*
- Sharma L. C., (2002). *A Brief history of Indian Painting. Goel Publishing House, Meerut.*
- NCERT (2006). *Position paper: National focus group on Arts, Music, Dance and theatre. new delhi: NCERT*
- Awasthi, S.S. (1964). *A Critique of Hindustan Music and Music Education. Jalandhar*
- Bhatkhande, V. M. (1987). *KRAMIK, Pustak Mahika, Laxmi Narayan Garg, Hathras.*
- Bhatnagar, S. (1988). *Teaching of Music. Monika Parkashan, Shimla.*

Course Title : Understanding Discipline and Subjects

Course Code : BAD805

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. develop understanding on various disciplines and courses
2. elucidate the nature and changes in disciplines and Courses in terms of social, Political and intellectual Context
3. understand the process of developing theories and content

4. differentiate between curriculum and syllabus

Course Content

Unit I

15 Hours

Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses

Core ideas of Developing Discipline: Meaning and organization

Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context.

Unit II

10 Hours

Nature, importance and historical perspective of various school Courses

Changes in school Courses in terms of social, political and intellectual context

Curriculum: Concept, Principles of curriculum construction for different Courses.

Unit III

10 Hours

Meaning of correlation/relationship.

Correlation between academic disciplines and school Courses, effects on curriculum framework.

Unit IV

10 Hours

Meaning of inter disciplinary approach to education and its effects on school Courses.

Theory of content for selection of school Course in curriculum.

Transactional Mode

Video based Teaching, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Butchvarov, P.(1970). *The Concept of Knowledge*. Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. and Lingard, B. (2007). *Teachers and Schooling: making a difference*. Australia: Allen and Unwin.
- Gardner, H.(2007). *Creating Minds*. New York: Basic Books.
- Noddings, N.(2007). *Critical Lessons: What our schools should teach*. Cambridge University Press.
- Prnstein, Allen C., Edward F.P. & Stacey B.O.(2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Bruner, J.S. ((2006). *In Search of Pedagogy, Vol-I & II, (he selected works)*, Lonson: Routledge.
- Kneller, G.F.,(1963). *Foundations of Education*. London and New York: John Wiley & Sons, Inc.

- NCERT (2005). *National Curriculum Framework. NewDelhi.*

Course Title : Guidance and Counselling

Course Code : BAD807

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course, the students will be able to

1. understand the meaning, aims, objectives, and principles of guidance and counselling
2. use the upcoming trends of guidance and counselling to help learners in different aspects
3. learn the importance of guidance and counselling cell and organize guidance and counselling cell in the institute
4. acquire the skills to provide guidance and counselling in school

Course Content

Unit I

11 Hours

Meaning, need, principles, aims and objectives and scope of Guidance. Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques. News trends and demands in the field of Guidance.

Unit II

10 Hours

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

Unit III

10 Hours

Role of Counsellor, Guidance worker and teachers in guidance. Difference between Guidance & Counselling. Major areas and Barriers in understanding process, common problems of students at secondary level.

Unit IV

14 Hours

Techniques of understanding an individual
Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests)
Qualitative techniques: (Cumulative Record Cards / Rating Scales/Stoichiometry), Job Analysis- Meaning, functions and methods.

Transactional Modes

E-Team Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Simulation, Lecture method, seminars

Suggested Readings

- Bhatia, K.K. (2002). *Principles of Guidance and counseling*. Ludhiana: Kalyani Publishers.
- Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling, Vol-1&2: A practical approach*, New Delhi: Vikas Publishers.
- Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi: Pearson Education.
- Jones, R.N. (2000). *Introduction to Counseling skills: Text and Activities*. New Delhi, Sage Publications.
- Rathus, S. A. and Nevied, J. S. (1980). *Adjustment and Growth: The challenges of life*. New York: Rinehart and Winston.
- Robinson (2005). *Principles and Procedures in Student Counselling*. New York: Harper Row.
- Safaya, B.N. (2002). *Guidance Counseling*. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling*. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling*. London: Houghton Missli.

Course Title : Distance and Open Learning

Course Code : BAD808

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. differentiate face-to-face education and open and distance education
2. identify different types of Distance Education Institutions
3. use of technological applications in Open and Distance Learning
4. evaluation and assessment process in Distance Learning

Course Content

Unit I

12 Hours

Distance and Open learning: Concept, History, Need, Scope and Barriers.

Theories of distance education

Modes and Models of Distance Education

Recommendations regarding Distance Education in Indian perspective: NEP 1986 and NPE, 2020.

Unit-II

10 Hours

Role of teacher and students in distance and open leaning

Differences Between Face-To-Face Education and Open Distance Learning

Student Support Services in Distance Education

Unit-III

13 Hours

Applications of Educational Technology in Open and Distance Learning
Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning

Established Web-based Models for Distance Learning

Unit-IV

10 Hours

Concept of Evaluation and assessment

Formative and Summative assessment in distance education

Tools of Assessment and Evaluation in distance education: Assignment, Tests, Examination

Transactional Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- Popenici, S (2015). *Deceptive promises: the meaning of MOOCs-hype for higher education*. In E McKay and J Lenarcic (Eds.), *Macro-level learning through massive open online courses (MOOCs): Strategies and predictions for the future*. Hershey, USA: IGI Global
- Zhadko, O. & Ko, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.
- Kumar, S. (2010). *Open and Distance Education*. Straight Forward Publication Pvt. Ltd.

Course Title : Value Education

Course Code : BAD809

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course, the students will be able to

1. understand the significance of values
2. understand the relevance of family, society and teacher in value education
3. know the traditions of Indian Value System as well as Indian constitutional values
4. understand the Religious and Cultural practices in the context of value education

Course Content

Unit I **8 Hours**
 Value Education: Meaning, need & importance, Classification of values.
 Challenges of values adoption.
 Methods, approaches and strategies of inculcating values.

Unit II **7 Hours**
 Role of family, society and teacher in promoting the value education.
 Integration of values in education.
 Good habits: concept, meaning and significance in life.

Unit III **8 Hours**
 Evolution of Value Education in Indian perspective.
 Values inherent in the preamble of Indian Constitution.
 Values for Character Development.

Unit IV **7 Hours**
 Role of Religious and Cultural practices in Value Education.
 Core values- truth, righteous conduct, peace, love and non-violence.

Transactional Mode

Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, seminars

Suggested Readings

- Chandrasekaran, V. & Rajesh V. R. (2012) *Role of Sustaining Values among Children, Towards Excellence in Education, Almighty Book Company, Chennai-11.*
- Ugin Rositta, M. (2012) *Values dwell when Humanity lives, Towards Excellence in Education, Almighty Book Company, Chennai-11.*
- Rajapriya G. (2012) *Value Education – Need of the Hour Towards Excellence in Education,*
- Caroline Jeba Sorna P. (2012) *Role of Human Engineers in Sustaining Values for Excellence in Education Towards Excellence in Education, Almighty Book Company, Chennai -11*
- Myrtle Joyce Shobha D'Soua (2015) *Value-Based Approach to promote Peace Education, Edutracks, A monthly Scanner of Trends in Education May 2015 Vol.14 No.9*
- Ajit Kumar Singh, Ritu Nigam (2015) *Policy Perspectives in Peace and Value Education in the Indian context. Edutracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6*
- Vibha Devpura (2018) *Empowering Adolescents with Life Skills Education Edutracks, A monthly Scanner of Trends in Education Mar 2018 Vol.17 No.*
- Pandey V.C., *Education culture and human values (2005) The New International Webster's Comprehensive Dictionary of the English*

Language (Deluxe Encyclopaedic Edition), Trident Press International, Naples, 2001, p.927.

- Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2127). *Understanding value education in the primary school*. York: Reports Express.