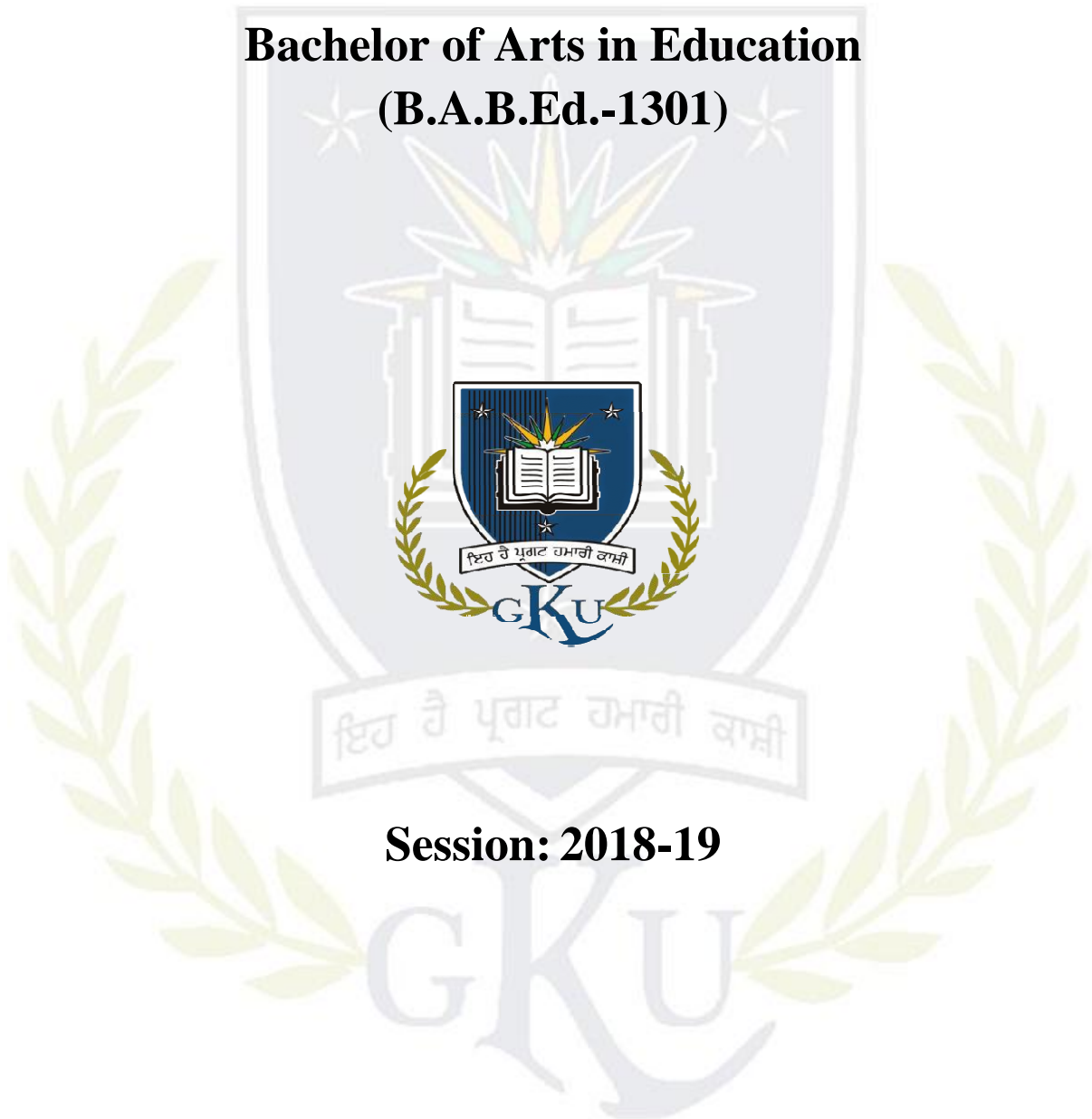




**GURU KASHI
UNIVERSITY**
PUNJAB - INDIA

Program Syllabus Booklet

**Bachelor of Arts in Education
(B.A.B.Ed.-1301)**



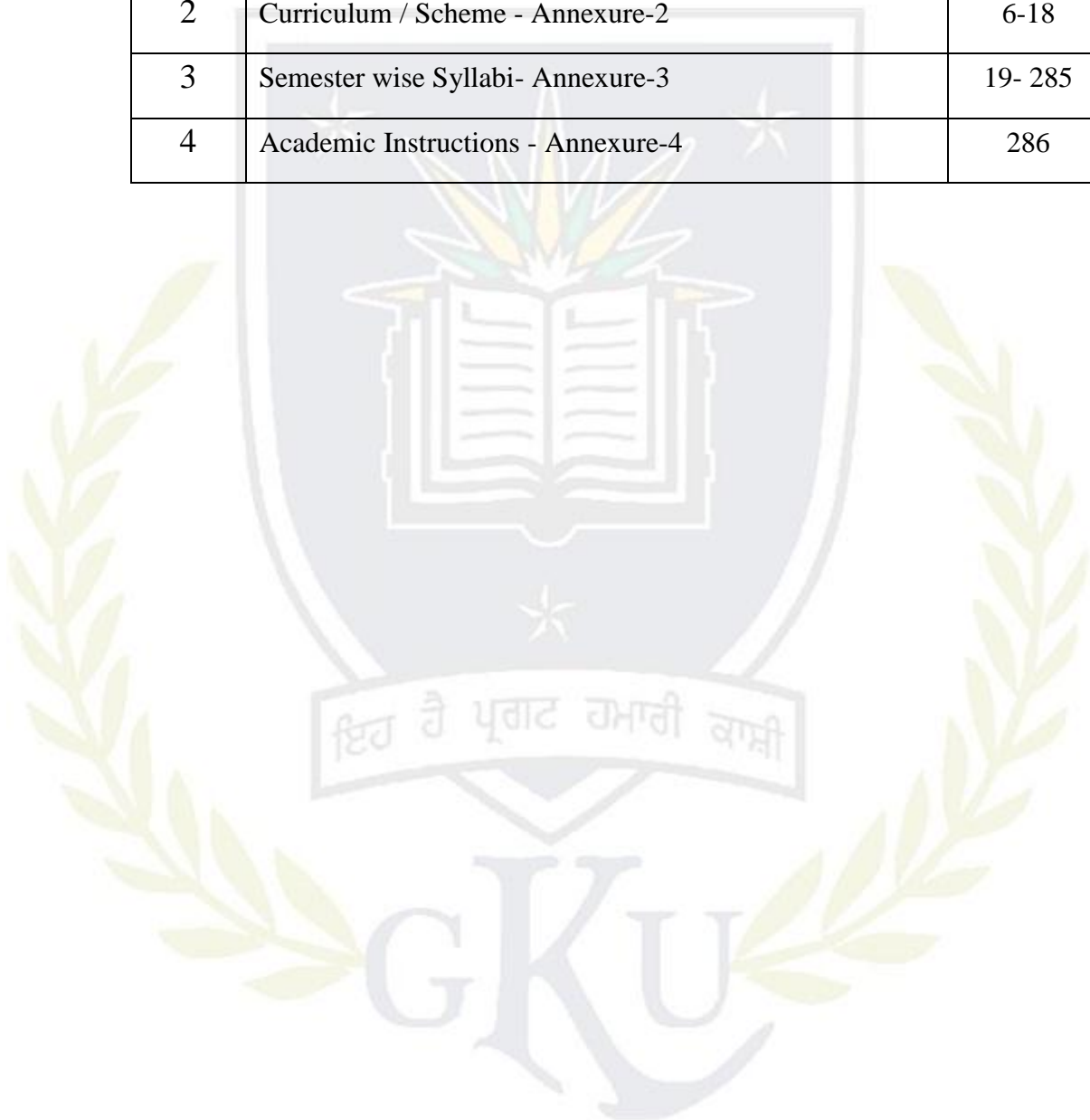
Session: 2018-19

**University College of Education
Guru Kashi University, Talwandi Sabo**



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INTRODUCTION OF THE PROGRAMME

The B.A.-B.Ed. Programme is a professional Programme that offer variety of subjects in the field of Arts and Education aiming at producing competent teachers at upper primary or secondary level. This is an integrated four years Programme. During these four years, students complete their graduation in Arts along with their graduation in Education as well. It provides training in methodology along with instructions in various content areas. The programme is designed according to UGC and NCTE guidelines to prepare qualitative future teachers for nation-building.





Program: Bachelor of Arts in Education

Program Code: 1301

Program Outcomes (PO): The POs for the Bachelor of Arts in Education are as follows:

PO	Statements
PO1	Teacher Education knowledge: Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
PO2	Problem analysis: 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.
PO3	Design/development of solutions: 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.
PO4	Modern tool usage: 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.
PO5	The Teacher and society: 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.
PO6	Environment and sustainability: Understand the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO7	Ethics: Apply ethical principles and commit to professional ethics, responsibilities and norms of the teacher education.
PO8	Communication: Communicate effectively through developing 21 st century skills to accept the present challenges in the field of education and employment.
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	Life-long learning: 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.



The Program Specific Outcomes (PSOs) for the program Bachelor of Arts in Education are as follows:

PSO	Program Specific Outcome (PSO)
PSO1	To enable to comprehend the holistic development and the context in which such holistic development occurs
PSO2	To work respectfully & collaboratively with colleagues & community to ensure quality instructional programs for schools
PSO3	Understand the role and responsibilities of Indian Central Agencies i.e UGC, NCTE, NCERT, NIEPA to implement their practices and functions in Education System of through Teacher Education Program at Primary, Secondary and Higher level





Semester: 1 st										
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402102	Childhood Growing Up	T	3	0	0	3	30	70	100
2	402205	Enriching Learning Through ICT	T	2	0	0	2	15	35	100
3	1301101	Punjabi-I	T	5	0	0	5	30	70	100
4	1301102	English-I	T	5	0	0	5	30	70	100
5		*Elective-I/I	T	5	0	0	5	30	70	100
6		*Elective-I /II	T	5	0	0	5	30	70	100
7		*Elective-I /III	T	5	0	0	5	30	70	100
Total No. of Credits				30						

***If Elective Subject selected is Physical Education then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\4\5	1301103	Physical Education-I	T	3	0	0	3	30	70	100
6\7	1301104	Physical Education-I(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\4\5	1301105	Music (Vocal)-I	T	3	0	0	3	30	70	100
6\7	1301106	Music (Vocal)-I(Practical)	P	0	0	4	2	40	60	100

Elective-I/I , Elective- I/II & Elective- I/III (Any Three by selecting not more then one serial from a group)

Group 1

1	1301107	English Literature-I
2	1301108	Punjabi Literature –I
3	1301109	Hindi Literature –I
4	1301110	History of Punjab-I

Group 2

4	1301111	History-I
5	1301112	Mathematics-I

Group 3

6	1301113	Political Science-I
7	1301105	Music (Vocal)-I
	1301106	Music (Vocal)-I (Practical)

Group 4



8	300101	Fundamentals of Computer
9	1301103	Physical Education-I
	1301104	Physical Education-I (practical)
Group 5		
10	1301114	Economics-I
11	1301115	Sociology-I





Semester: 2nd											
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Intern al Marks	Extern al Marks	Total Marks	
				L	T	P					
1	402101	Contemporary India & Education	T	2	0	0	2	30	70	100	
2	402104	Understanding Disciplines and Subjects	T	3	0	0	3	15	35	50	
3	1301201	Punjabi-II	T	5	0	0	5	30	70	100	
4	1301202	English-II	T	5	0	0	5	30	70	100	
5		Elective-II/I	T	5	0	0	5	30	70	100	
6		Elective-II/II	T	5	0	0	5	30	70	100	
7		Elective-II/III	T	5	0	0	5	30	70	100	
Total No. of Credits							30				

***If Elective Subject selected is Physical Education then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Intern al Marks	Externa l Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301203	Physical Education-II	T	3	0	0	3	30	70	100
6\ 7	1301204	Physical Education-II(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Intern al Marks	Extern al Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301205	Music (Vocal)-II	T	3	0	0	3	30	70	100
6\ 7	1301206	Music (Vocal)-II(Practical)	P	0	0	4	2	40	60	100

Elective-II/I , Elective- II/II & Elective- II/III (Any Three by selecting not more then one serial from a group)

Group 1										
1	1301207	English Literature -II								
2	1301208	Punjabi Literature -II								
3	1301209	Hindi Literature -II								
4	1301210	History of Punjab-II								
Group 2										
4	1301211	History-II								
5	1301212	Mathematics-II								
Group 3										
6	1301213	Political Science-II								
7	1301205	Music (Vocal)-II								
	1301206	Music (Vocal)-II (Practical)								



Group 4		
8	300202	Business Communication
9	1301203	Physical Education-II
	1301204	Physical Education-II (Practical)
Group 5		
10	1301214	Economics-II
11	1301215	Sociology-II





Semester: 3rd											
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	402105	Language Across the Curriculam	T	3	0	0	3	15	35	50	
2	402201	Learning & Teaching	T	2	0	0	2	30	70	100	
3	1301301	Punjabi-III	T	5	0	0	5	30	70	100	
4	1301302	English-III	T	5	0	0	5	30	70	100	
5		Elective-III/I	T	5	0	0	5	30	70	100	
6		Elective-III/II	T	5	0	0	5	30	70	100	
7		Elective-III/III	T	5	0	0	5	30	70	100	
Total No. of Credits							30				

***If Elective Subject selected is Physical Education then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301303	Physical Education-III	T	3	0	0	3	30	70	100
6\ 7	1301304	Physical Education-III(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301305	Music (Vocal)-III	T	3	0	0	3	30	70	100
6\ 7	1301306	Music (Vocal)-III(Practical)	P	0	0	4	2	40	60	100

Elective-III/I , Elective- III/II & Elective- III/III (Any Three by selecting not more then one serial from a group)

Group 1

1	1301307	English Literature -III
2	1301308	Punjabi Literature -III
3	1301309	Hindi Literature -III
4	1301310	History of Punjab-III

Group 2

4	1301311	History-III
5	1301312	Mathematics-III

Group 3

6	1301313	Political Science-III
7	1301305	Music (Vocal)-III
	1301306	Music (Vocal)-III(Practical)

Group 4

8	300304	System Analysis & Design
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9	1301303	Physical Education-III
	1301304	Physical Education-III(Practical)
Group 5		
10	1301314	Economics-III
11	1301315	Sociology-III





Semester: 4th										
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402202	Assessment for Learning	T	3	0	0	3	30	70	100
2	402204	School Management	T	2	0	0	2	15	35	50
3	1301401	Punjabi-IV	T	5	0	0	5	30	70	100
4	1301402	English-IV	T	5	0	0	5	30	70	100
5		Elective-IV/I	T	5	0	0	5	30	70	100
6		Elective-IV/II					5	30	70	100
7		Elective-IV/III	T	5	0	0	5	30	70	100
Total No. of Credits				30						

***If Elective Subject selected is Physical Education then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\4\5	1301403	Physical Education-IV	T	3	0	0	3	30	70	100
6\7	1301404	Physical Education-IV(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\4\5	1301405	Music (Vocal)-IV	T	3	0	0	3	30	70	100
6\7	1301406	Music (Vocal)-IV(Practical)	P	0	0	4	2	40	60	100

Elective-IV/I , Elective- IV/II &Elective- IV/III (Any Three by selecting not more then one serial from a group)

Group 1

1	1301407	English Literature -IV
2	1301408	Punjabi Literature -IV
3	1301409	Hindi Literature -IV
4	1301410	History of Punjab-IV

Group 2

4	1301411	History-IV
5	1301412	Mathematics-IV

Group 3

6	1301413	Political Science-IV
7	1301405	Music (Vocal)-IV
	1301406	Music (Vocal)-IV (Practical)

Group 4

8	300403	Management Information Systems
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9	1301403	Physical Education-IV
	1301404	Physical Education-IV (Practical)
Group 5		
10	1301414	Economics-IV
11	1301415	Sociology-IV





Semester: 5th											
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	1301501	Punjabi-V	T	5	0	0	5	30	70	100	
2	1301502	English-V	T	5	0	0	5	30	70	100	
3		Elective-I/I (Part-I)	T	2	0	0	2	15	35	50	
4		Elective-I/II (Part-I)	T	2	0	0	2	15	35	50	
5		Elective-V/I	T	5	0	0	5	30	70	100	
6		Elective-V/II	T	5	0	0	5	30	70	100	
7		Elective-V/III	T	5	0	0	5	30	70	100	
8	1301516	Internship Phase (4 weeks)	NA	NA	NA	NA	1	100	NA	100	
Total No. of Credits							30				
List of Part-I Electives											
Elective-I/I and Elective-I/II (Any Two by Selecting following)											
Sr . N o.	Subject Code	Subject Name									
1	402106	Teaching of English									
2	402107	Teaching of Punjabi									
3	402108	Teaching of Hindi									
4	402109	Teaching of social Studies									
5	402110	Teaching of economics									
6	402111	Teaching of history									
7	402112	Teaching of Geography									
8	402113	Teaching of political science									
9	402114	Teaching of Commerce									
10	402115	Teaching of mathematics									
11	402116	Teaching of Science									
12	402117	Teaching of home science									
13	402118	Teaching of physical education									
14	402119	Teaching of Fine arts									
15	402120	Teaching of Computer science									
16	402121	Teaching of agriculture									
17	402122	Teaching of Music									
18	402123	Teaching of Life Science									
19	402124	Teaching of sociology									
20	402125	Teaching of Public Administration									
21	402126	Teaching of Physical Science									



***If Elective Subject selected is Physical Education then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301503	Physical Education-V	T	3	0	0	3	30	70	100
6\ 7	1301504	Physical Education-V(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301505	Music (Vocal)-V	T	3	0	0	3	30	70	100
6\ 7	1301506	Music (Vocal)-V(Practical)	P	0	0	4	2	40	60	100

Elective-V/I, Elective- V/II & Elective- V/III (Any Three by selecting not more then one serial from a group)

Group 1/Literature

1	1301507	English Literature -V
2	1301508	Punjabi Literature -V
3	1301509	Hindi Literature -V
4	1301510	History of Punjab-V

Group 2

4	1301511	History-V
5	1301512	Mathematics-V

Group 3

6	1301513	Political Science-V
7	1301505	Music (Vocal)-V
	1301506	Music (Vocal)-V(Practical)

Group 4

8	300501	Computer Networks
9	1301503	Physical Education-V
	1301504	Physical Education-V(Practical)

Group 5

10	1301514	Economics-V
11	1301515	Sociology-V

Note: For each credit 15 Hours Theory or 30 Hours Practical classes per semester are to be conducted. Any short fall in these contact hours due to "Internship Phase (4 weeks)" is to be covered by having extra classes on Saturday and Sundays.



Semester: 6th											
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	1301601	Punjabi-VI	T	5	0	0	5	30	70	100	
2	1301602	English-VI	T	5	0	0	5	30	70	100	
3		Elective-II/I (Part-II)	T	2	0	0	2	15	35	100	
4		Elective-II/II (Part-II)	T	2	0	0	2	15	35	100	
5		Elective-VI/I	T	5	0	0	5	30	70	100	
6		Elective-VI/II	T	5	0	0	5	30	70	100	
7		Elective-VI/III	T	5	0	0	5	30	70	100	
Total No. of Credits							29				
List of Part-II Electives											
Elective-II/I and Elective-II/II (Any Two by Selecting following)											
Sr .	Subject Code	Subject Name									
1	402206	Teaching of English									
2	402207	Teaching of Punjabi									
3	402208	Teaching of Hindi									
4	402209	Teaching of social Studies									
5	402210	Teaching of economics									
6	402211	Teaching of history									
7	402212	Teaching of Geography									
8	402213	Teaching of political science									
9	402214	Teaching of Commerce									
10	402215	Teaching of mathematics									
11	402216	Teaching of Science									
12	402217	Teaching of home science									
13	402218	Teaching of physical education									
14	402219	Teaching of Fine arts									
15	402220	Teaching of Computer science									
16	402221	Teaching of agriculture									
17	402222	Teaching of Music									
18	402223	Teaching of Life Science									
19	402224	Teaching of sociology									
20	402225	Teaching of Public Administration									
21	402226	Teaching of Physical Science									



***If Elective Subject selected is Physical Education then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Intern al Marks	Extern al Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301603	Physical Education-VI	T	3	0	0	3	30	70	100
6\ 7	1301604	Physical Education-VI(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr .	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Intern al Marks	Extern al Marks	Total Marks
				L	T	P				
3\ 4\ 5	1301605	Music (Vocal)-VI	T	3	0	0	3	30	70	100
6\ 7	1301606	Music (Vocal)-VI(Practical)	P	0	0	4	2	40	60	100

Elective-VI/I , Elective- VI/II &Elective- VI/III (Any Three by selecting not more then one serial from a group)

Group 1/Literature		
1	1301607	English Literature - VI
2	1301608	Punjabi Literature -VI
3	1301609	Hindi Literature - VI
4	1301610	History of Punjab-VI
Group 2		
4	1301611	History-VI
5	1301612	Mathematics-VI
Group 3		
6	1301613	Political Science-VI
7	1301605	Music (Vocal)-VI
	1301606	Music (Vocal)-VI (Practical)
Group 4		
8	300601	Computer Graphics
9	1301603	Physical Education-VI
	1301604	Physical Education-VI (Practical)
Group 5		
10	1301614	Economics-VI
11	1301615	Sociology-VI



Semester: 7 th										
Sr . No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402301	School Internship (16 weeks)	NA	NA	NA	NA	12	100	150	250
2	402302	Engagement with community (Experiences for social and Environmental Sensitivity) (4 weeks)	NA	NA	NA	NA	3	50	NA	50
Total No. of Credits				15						
Semester: 8 th										
Sr .	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402103	Drama & Art in Education	T	3	0	0	3	15	35	50
2	402203	Sociological Perspective in Education	T	3	0	0	3	30	70	100
3	402402	Gender, School and Society	T	3	0	0	3	15	35	50
4	402403	Vocational & work Education	T	3	0	0	3	15	35	50
5	402404	Creating Inclusive School	T	3	0	0	3	15	35	50
6	402405	Reading and Reflecting on Texts	T	3	0	0	3	15	35	50
7	402407	Guidance and Counseling	T	3	0	0	3	30	70	100
8		Elective-III	T	3	0	0	3	30	70	100
9	1301801	Sports & Yoga	P	0	0	4	2	25	NA	25
10	1301802	Sessional Work	P	0	0	4	2	25	NA	25
Total No. of Credits				28						

Elective-III (Select any one of following)		
Sr .	Subject Code	Subject Name
1	402401	Knowledge & Curriculum
2	402408	Environmental Education
3	402409	Health and Physical Education



Course Name: Childhood Growing up

Course Code: 402102

Semester: 1st

Credits: -3
Semester-1st

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

CO	Statement
CO1	Understand theoretical perspectives and stages of human development
CO2	Develop an insight of growth and development, learning and uniqueness of the growing child in diverse socio-cultural contexts
CO3	Enhance the understanding of different methods and technique for the assessment of personality, intelligence and creativity of child
CO4	Demonstrate social and emotional adjustment skills
CO5	Apply the knowledge and understanding of individual differences

Course content

Section-A

1. Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.
3. Individual differences in growth and development

Section-B

1. Relevance & Applicability of Various Theories of Development: Erickson (Psycho-Social), Piaget (Cognitive), Kohlberg (Moral Development) & Vygotsky (Socio-Cultural Theory)
2. Role of Home, School and Society in cognitive, affective and conative development.

Section-C

1. 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
2. Personality: -Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Section-D

1. Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving Group discussion, play way, Quiz etc.
3. Concept and Dimensions of Well Being and Factors affecting Well Being



Sessional work

Administration, scoring and interpretation of the following

1. Intelligence test (individual /grouptest)
2. Personalitytest
3. Creativity Test (VERBAL /NON VERBAL TEST OF CREATIVE THINKLING Part-II
4. Observation of Learner's behavior having diverse socio-economic & Cultural background (During play and community activities etc.) and submission ofreport.

SUGGESTED READINGS:

- Johnson & Medinnus: *Child Psychology –Behaviour &Development*. Wiley InternationalEditor.
- Thompson, G. G. (1962). *Child psychology: Growth trends in psychological adjustment*,The Times of India PressBombay.
- Aggarwal,J.C. *ChildDevelopment&TheProcessofLearning* , Shipra Publication VikasMargShakarpur,Delhi
- Tharpe, L.P. *Child.Psychology&Development*, The Ronald Press Company, NewYork
- Grover, S. *Child Development* , Kiran Gupta Printwell Publication, Tilak Nagar Jaipur
- Tandon, R. K.*Child Psychology*, APH Publishing Corporation Darya Ganj , New Delhi
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- Santrock.J.W. (2007).*Adolescence*. Tata Mc. Graw Hill Publishing Company, New York.
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- TERMAN,LEWIS M.,and MERRILL MAUD A “the Stanford- Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc.,1943 Ch.10
- Adler,A. (1927).*UnderstandingHuman Nature*. London:George Allen&Unvin
- Clark H.H& Clark E.V. (1977).*Psychological And Language:An Introduction to 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 .MC. GrawHill
- Obert, S.F. (2009). *Understanding Psychology*. Tata Mc. GrawHill
- Dweck, C. (2006). *Mindset: The New Psychology of Success* Random House and L LC.
- Sharma, N. (2003). *Understanding Adolescence*. N B TIndia.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO 1	1	2	2	2	1	3	2	2	1	1	3	2	1
CO 2	1	2	3	2	1	2	1	3	2	2	2	1	1
CO 3	2	2	1	1	2	2	2	1	3	2	2	1	2
CO 4	1	2	2	1	1	2	2	1	2	1	2	2	2
CO 5	2	2	1	2	3	1	1	1	2	1	1	3	3
Average	1.4	2	1.8	1.6	1.6	2	1.6	1.6	2	1.4	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Enriching Learning through ICT

Course Code: 402205

Semester-1st

Credits:-2

L TP

2 0 0

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

CO	Statement
CO1	Interpret & adapt ICT in accordance to educational aims & principles.
CO2	Well acquainted themselves with the computer system and its accessories.
CO3	Use MS-Office (MS- Word, PowerPoint & spreadsheet) in computer Skillfully.
CO4	Integrate technology in classroom setting for teaching&learning.
CO5	Develop skills of using computer.

Course contents

Section-A

1. Concept of ICT, Need & Importance & Scope of ICT in teaching-Learning Process, research and Administration.
2. Integrating ICTs in Teacher Education Tools of ICT, ICT for professional Development of teachers, ICT for improving organization and management of teacher education.
3. Possible uses of audio-visual media and computer.

Section-B

1. Basic anatomy of computer, evolution of computer, characteristics of computer-speed, storage, accuracy, versatile, automation, diligence.
2. Basic structure of computer-input, process, memory- ROM, RAM, CD-ROM Input devices- Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner.

Section-C

1. Data Storage Devices-Hard Disk, Compact disk, Optical disk, Pen Drive and other devices.
2. Operating system-MS-Windows-Introduction, Operate MS-Windows-Windows Manager-Working with files-SDisk Menu-View menu-options menu-window menu –Control Panel-Print Manager-Clip Board Viewer-Paint Brush-Note pad, Calendar, calculator, Clock, Computer Virus-Infection, causes and remedies.

Section-D

1. Word Processor-introduction-Concept of word processing-Entering text-selecting and inserting text-making paragraph, getting help- moving and copying- searching and replacing- formatting character and paragraph- using a Document- editing, saving – formatting a text- handling multiple documents, manipulation of tables- columns and rows- tables and foot notes- table of contents and index- sorting, formatting sections and documents, mail merge.
2. Hands on Training
3. Make a word document of an official correspondence and a question paper



4. Write a paragraph on burning news in word document
5. Preparing a resume
6. Mail merge

Spreadsheet

1. Basics of Spreadsheet, manipulation cells, Columns and Rows
2. Spreadsheet operations-entering Numbers, text, Dates & Time, formulae
3. Editing worksheet-deleting cells, rows, columns, inserting cells, rows and columns, printing a worksheet, tables, charts, functions.
4. Hands on Training
5. Tabulation of details of staff and students of the school in which the student teacher is attached for practice teaching using spreadsheet.
6. Spreadsheet of student's progress record- tabulation of results of an academic test.

Presentation

1. Basics of Power point- creating a presentation, the slide manager preparation of different types of slides, slide design colour and background, manipulation and presentation of slides, slide transition, custom animation, audio video attachment, hyperlinks
2. Hands on Training
3. Creating learning materials –handouts.
4. Multimedia presentation on a topic relevant to the optional subject.

Web Page and Internet

1. Meaning- importance- types of networking-LAN, MAN, WAN
2. Internet, E-mail-sending receiving and storing mail, chatting. Critical issues in internet usage- Authenticity of information, Addiction, Plagiarism downsides of social networking group.
3. Hands on Training
4. Creating own Email account and compromising and sending Email
5. Lesson Plan Assignment through e-mail

Practical Work

1. All the practical work related to unit III of the syllabus

SUGGESTED READINGS:

- Intel Education, NCTE.(2007). *Hand book for teacher educators*. Bangalore:
- Copestake, S.(2004). *Exel 2002*. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). *Use of Computers and Multimedia in Education*. Jaipur:Aavisakar Publication.
- Leao, A.M. (2001). *Computer for every one*. New Delhi: Vikas Publishing house.
- Petzold, C. (1998). *Programming windows*. USA: Microsoft Press.
- Hahn, H. (1998). *The internet-complete reference*. New Delhi: Tata McGrow Hill Publication.
- Sundararajan, K. (1998). *Internet. Chennai: Kannadhasan Publications*.
- Stone, E. (1996). *How to use Microsoft Access*. California: Emeryville.
- Simon, C. (1995). *The way Microsoft Windows 95 works*. USA: Microsoft Press. Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
- National Mission In Education through ICT
- James, K.L.(2003). *The internet: A user's guide*. Prentice Hall of India Pvt. Ltd: New Delhi.
- Rosenberg, M.J.(2001) *e-Learning*, New York:Mcgrowhill.



- Peter Norton (2010) *Virtual Learning*, McGraw-Hill.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO 1	2	2	2	1	2	1	2	2	1	1	1	1	2
CO 2	1	1	2	2	2	2	1	2	1	2	1	2	2
CO 3	1	2	1	2	1	2	1	1	1	1	1	1	2
CO 4	1	1	2	1	2	2	2	2	2	2	2	2	1
CO 5	2	1	2	2	1	2	2	2	2	1	1	2	1
Average	1.4	1.4	1.8	1.6	1.6	1.8	1.6	1.8	1.4	1.4	1.2	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Punjabi -I

Course Code: 1301101

Semester: 1st

Credits:-5
Semester-1st

L TP
5 0 0

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

CO	Statement
CO1	ਵਿਦਿਆਰਥੀ ਵਿਆਕਰਨ ਬਾਰੇ ਡੂੰਘਾ ਅਧਿਐਨ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਨਿੱਜੀ ਚਿੱਠੀ ਪੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO3	ਪੰਜਾਬੀਭਾਸ਼ਾਦੀਆਂਉਪਭਾਸ਼ਾਵਾਂਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO4	ਇਕਾਂਗੀ ਦੇ ਮਹੱਤਵਪੂਰਨ ਤੱਤਾਂ ਬਾਰੇ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਨਿੱਬਧ ਰਚਨਾ ਲਿਖਣ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ

Course content

ਭਾਗ-ੳ

1. ਇਕਾਂਗੀ ਯਾਤਰਾ, ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘਵੀਰ ਸਿੰਘ (ਸੰਪਾਦਕ); ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।



- ਪਹਿਲੇ ਭਾਗ ਵਿਚ ਸਾਰ ਅਤੇ ਵਿਸ਼ਾ ਵਸਤੂ ਨਾਲ ਸਬੰਧਿਤ ਦਸ ਅੰਕਾਂ ਦੇ ਕੋਈ ਦੋ ਸਵਾਲ ਪੁੱਛੇ ਜਾਣਗੇ ਵਿਦਿਆਰਥੀ ਨੇ ਇਕ ਕਰਨਾਹੋਵੇਗਾ।
- ਦੂਜੇ ਭਾਗ ਵਿੱਚ ਪਾਤਰ ਚਿਤਰਨ ਅਤੇ ਪਾਤਰ ਉਸਾਰੀ ਨਾਲ ਸਬੰਧਿਤ ਦਸ ਅੰਕ ਦੇ ਦੋ ਸਵਾਲ ਪੁੱਛੇ ਜਾਣਗੇ ਵਿਦਿਆਰਥੀ ਨੇ ਕੋਈ ਇਕ ਕਰਨਾਹੋਵੇਗਾ।

ਭਾਗ-ਅ

- | | |
|--|--------|
| 1 ਨਿੱਜੀਚਿੱਠੀ ਪੱਤਰ। | 5 ਅੰਕ |
| 2 ਇਸਤਿਹਾਰ ਲੇਖਣ ਅਤੇ ਸੱਦਾਪੱਤਰ ਲੇਖਣ। | 5 ਅੰਕ |
| 3 ਸੰਖੇਪ ਨਿਬੰਧ ਰਚਨਾ (250-300 ਸ਼ਬਦਾਂ ਵਿਚ)। | 10 ਅੰਕ |

ਭਾਗ-ੳ

- | | |
|------------------------------------|---------|
| 1. ਉਪ ਭਾਸ਼ਾਵਾਂ ਦੀ ਜਾਣ-ਪਛਾਣ। | 5 ਪਾਅੰਕ |
| 2. ਵਿਆਕਰਣ: ਮਹੱਤਤਾ ਅਤੇ ਬੁਨਿਆਦੀ ਤੱਤ। | 5 ਅੰਕ |

ਪੁਸਤਕਸੂਚੀ:

- ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘਵੀਰ ਸਿੰਘ (ਸੰਪਾਦਕ); ਇਕਾਂਗੀ ਯਾਤਰਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਹਿਲਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ। ਮਿਤੀਹੀਣ
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ । ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	2	3	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	3
CO4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	3	3	2
Average	1.4	1.6	1.8	1.4	1.8	2	1.6	2.2	2	1.6	2.4	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: English-I

Course Code: 1301102

Semester-1st

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Demonstrate working knowledge of literary genre
CO2	Identify the distinct literary characteristics
CO3	Analyze short stories for their structure, meanings, using correct terminology
CO4	Gain knowledge of grammar rules.
CO5	Apply the sound principles of writing compositions

Course content

Section-A

1. Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
 - The Kabuliwallah : RabindranathTagore
 - The Eyes Are Not Here: RuskinBond
 - The Death of A Hero: JaiNimbkar
 - Grief: AntonChekov
 - Uncle Podger Hangs A Picture: Jerome K.Jero

Section -B

1. The Poetic Palette (Orient Blackswan,2013)
The following poems from this anthology are prescribed:
 - Pippa's Song: RobertBrowning
 - Apparently With No Surprise: EmilyDickinson
 - The Tyger: WilliamBlake
 - What Do Animals Dream: Yahia Lababidi
 - Magic Of Love: HelenFarries
 - The Charge of the Light Brigade: LordTennyson

Section -C

1. Texts Prescribed forGrammar
Oxford Practice Grammar by John Eastwood (Exercises1to 43)

Section –D

1. Writingskills
 - Letters



- Applications
- Essays

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 & Distri.
- 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*. Univ of California Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	3	2	1	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	1
CO4	1	1	2	2	1	2	2	3	2	1	2	2	1
CO5	1	2	2	2	3	3	1	1	2	1	3	3	3
Average	1.4	1.6	1.8	1.4	1.8	2	1.6	2.2	2	1.6	2.4	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Name: Physical Education – I

Course Code: 1301103

Semester: 1st

Credits:-3

L TP

Semester-1st

3 0 0

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

CO	Statement
CO1	Elaborate the objective and relationship of education & physical education
CO2	Understand need and importance of rest, relaxation and sleep.
CO3	Organize and manage Indian national games.
CO4	Critically assess the contribution of Indian Council of Sports National Discipline Scheme, Raj Kumari, Amrit Kaur, and coaching scheme.
CO5	Develop skills and understanding towards physical fitness

Course content

Physical Education:- Meaning, aims, objectives, Scope importance and misconceptions of



Physical Education.

1. **Explanation of terms in Physical Education:-** Recreation, Physical culture coaching, Physical training, Dance
2. **Education:** - Meaning, objective and relationship with Physical Education.
3. **Health Education:** - Meaning, scope, Objectives, Principles, importance and factor influence health.
4. **Healthful school environment:-** importance of school site, building, water supply, sanitation, light, ventilation, furniture and playground in healthful school living
5. **Personal Hygiene:** - Meaning, need and importance of rest, relaxation and sleep.
6. **Post- Independence history of Physical Education in India:** - National Sports day, NSNIS, SAI Punjab sports department, sports organization in India (Association and Federation) IOA, IOC and YMCA.
7. **Indian National Games:** - Organization, management & salient features.
8. **Sports Award:** - Arjun Award, Dronacharya Award, Rajiv Gandhi Khel Ratna Award, Dhyan Chand, Maulana abul Kalam Azad Award.
9. **Sports Board of Councils :-** The contribution of Indian council of sports, Central advisory board in physical education, National fitness crops, National discipline scheme, Rajkumari Amrit Kaur Coaching Scheme.
10. **Asian Games, Commonwealth & SAF Games:** - Organization, management & salient features.
11. **Olympic Games:** - Organization, administration and ceremonies of Ancient and Modern Olympic Games.

SUGGESTED READING:

- Kang, G.S. *Health, Physical Education & Sports*,
- Deol, N.S. *General Science by S.Chanel*
- Kamlesh, M. L. & Sangral M. S. (1977). *Principles and History of Physical Education.*
- Khosla, V.K., Khosla, K. & Rattan, R.S. *Environmental Studies.*
- Sobti, S. & Singh, S. *Environmental Education.*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	1
CO5	1	1	2	2	3	1	1	1	2	1	3	3	3
Average	1.4	1.4	1.8	1.4	1.6	2	1.6	2.2	2	1.4	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Physical Education – I (Practical)

Course Code: 1301104

Semester: 1st

Credits:-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Learn the Skill of throwing, running, kicking and striking balls.
CO2	Construct the Skill of shot put
CO3	Show team spirit.
CO4	Develop leadership skills.
CO5	Demonstrate the physical and mental fitness

Course content

Short Distance Running/Sprints
Long Jump
Shotput
Kabaddi, Badminton, Football

8M (Any One Race)
8M (Any One Style)
8M (Any One Style)
16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

1. Measurement of the field and preparation of the field
2. Equipments and Materials of the game/Event.
3. Fundamental skill and lead up game.
4. Techniques.
5. Rules and Regulations of the game/Event.
6. Officiating:
7. Duties of officials
8. Knowledge of scoresheet
9. Signals of officiating
10. Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	2
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	1	1	2	1	3	3	3
Average	1.4	1.6	1.6	1.4	1.6	2	1.6	2.2	2	1.4	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Music (Vocal)-I

Course Code: 1301105

Semester: 1st

Credits:-3

L TP

3 0 0

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

CO	Stetment
CO1	Explain the development of music periods.
CO2	Elaborate the musical terms sangeet, saptak, taal, laya.
CO3	Discuss the vedica period and natya shastra period.
CO4	Summarize the various ragas and taals.
CO5	Learn contribution of Guru Nanak Dev ji.

Course content

Section A

1. Histroical development of music in the following periods:
a) Vedic period b) Natyashastra period
2. Defination and explanation of the following musical term:
Sangeet, Naad, Swara, Saptak, Taal, Laya.

Section B

1. Importance of Taal and Laya in instrument music.
2. Biographical sketch and contribution towards Indian music of the following:
a) Tansen b) Pandit Vishnu Narayan Bhatknde

Section C

1. Knowledge of the following instruments:
a) Tanpura b) Tabla c) Harmonium
2. Contribution of Sri Guru Nanak Dev ji to Indian music.

Section D

1. Detailed description and notation of the prescribed Ragas (Khayal) and Talas given below:
Ragas: Bilawal, Kalyan
Talas: Dadra, Kehrwa, Teental
2. Elementary knowledge of the following pages:
Alhaiya Bilawal, Shudh kalian

SUGGESTED READINGS:

- Kaur, D. *Sangeet Roop (Part-I)*
- Sharma, Y. *Sangeet Manual*.
- Sharma, Y. *Gayan Kalan*



- Yaspal & Lata, S. Hindustani Shastri sangeet Sidhant avam Vyavhar

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO3	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	1	2	3	3	2	3	3	1	2	2	2
CO 2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO 3	2	2	1	1	2	2	2	3	1	2	2	1	3
CO 4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO 5	1	1	1	2	3	2	1	1	2	1	3	3	2
Average	1.4	1.4	1.6	1.4	2	2.2	1.6	2.2	2	1.4	2.2	1.8	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-I (Practical)

Course Code: 1301106

Semester: 1st

Credits:-2

L T P
0 0 4

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

CO	Statement
CO1	Develop the skills of playing musical instruments and singing
CO2	Make use of skills of playing harmonium.
CO3	Apply the skills of singing folk songs
CO4	Perform talas & tan.
CO5	Identify raag and alankar.

Course content

- Performance (Raaag, Alankar, Harmonium, Lokgeet, Talas & Lae)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	-	2	1	-
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	-	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	2	1	2	3	1	1	1	2	1	1	2	1
Average	1.4	1.4	1.2	1.4	1.6	1.6	1.6	2	1.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: English Literature-I

Course Code: 1301107

Semester: Ist

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Gain knowledge of prose and its types.
CO2	Identify and describe distinct literary forms of dramatic literature
CO3	Analyze plays for their structure and meaning using correct terminology
CO4	Learn effective pronunciation through proper understanding of vowels and consonants
CO5	Identify the distinct genres of the tragedies and comedies

Course content

Paper: An Introduction to the Study of Prose Literature

Section-A

1. What is Literature?
2. Various Genres of Literature
3. Literature and Society
4. Literature in Today's World

Section-B

Terms Pertaining to Prose:

1. Prose
2. The Types of Prose
 - (i) Narrative
 - (ii) Argumentative
 - (iii) Dramatic
 - (iv) Informative
 - (v) Contemplative
3. Satire
4. Allegory
5. Parable
6. Utopia
7. Historical Writing
8. Travelogue



9. Philosophical Writing
10. Essay
11. Biography and Autobiography
12. Irony
13. Atmosphere
14. Euphemism
15. Fable

Language Items

(a) To Define

- Vowel
- Consonant

(b) To List

Section-C

Phonemic Transcription of some given words

Section-D

Prescribed Text

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

SUGGESTED READINGS:

1. Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
2. Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
3. Forster, E. M. (1985). *Aspects of the Novel* (Vol. 19). Houghton Mifflin Harcourt.
4. Oliver, H. J. (1945). Izaak Walton's Prose Style. *The Review of English Studies*, 21(84), 280-288.
5. Jones, D. (2006). *English pronouncing dictionary*. Cambridge University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	2	2	1	3	2	2	1	1	1	1	2
CO 2	1	2	1	1	1	2	-	1	2	2	2	1	1
CO 3	2	1	-	1	2	1	2	3	1	2	2	-	1
CO 4	1	1	2	1	1	1	2	3	2	2	2	2	-
CO 5	1	1	2	2	3	2	1	1	2	1	2	1	2
Average	1.4	1.2	1.6	1.4	1.6	1.8	1.6	2	1.6	1.6	1.8	1.2	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ-I

Course Code: 1301108

Semester: 1st

Credits:-5

**L TP
5 0 0**

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	ਪ੍ਰੋਮੋਹਨਸਿੰਘਦੀਆਂਕਵਿਤਾਵਾਂਬਾਰੇਡੂੰਘਾਅਧਿਐਨਪ੍ਰਾਪਤਕਰਨਗੇ।
CO2	ਪੰਜਾਬੀਸਾਹਿਤਦੇਇਤਿਹਾਸਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਲੈਣਗੇ।
CO3	ਸ਼ਬਦਸ਼ਕਤੀਆਂਬਾਰੇਵਿਸ਼ੇਸ਼ਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
CO4	ਸਾਹਿਤਦੇਤੱਤਾਂਬਾਰੇਵਿਸ਼ਾਲਅਧਿਐਨਹਾਸਿਲਕਰਨਗੇ।
CO5	ਭਗਤੀਸਾਹਿਤਬਾਰੇਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਲੈਣਗੇ।

Course content

ਭਾਗ-ੳ

1. ਸਾਵੇ ਪੱਤਰ, ਪ੍ਰੋ. ਮੋਹਨਸਿੰਘ।
2. ਪੰਜਾਬੀ ਸਹਿਤ ਦਾਇਤਿਹਾਸ
3. ਆਦਿ ਕਾਲ ਦਾਸਾਹਿਤ।

ਭਾਗ-ਅ

1. ਨਾਥਾਂ ਜੋਗੀਆਂ ਦਾ ਪੰਜਾਬੀਸਾਹਿਤ।
2. ਭਗਤੀ ਕਾਲ ਦਾਸਾਹਿਤ।

ਭਾਗ-ੲ

੧. ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰ ਨਾਲ ਸੰਬੰਧਤ ਪੰਜ ਸੰਕਲਪ-ਅਭਿਧਾ, ਲਕਸ਼ਣਾ, ਵਿਅੰਜਨਾਂ, ਰੂਪਕ, ਉਪਮਾ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਪ੍ਰੋ. ਮੋਹਨਸਿੰਘ, ਸਾਵੇ ਪੱਤਰ, ਨਿਉ ਬੁੱਕ ਕੰਪਨੀ, ਮਾਈ ਹੀਰਾ ਗੇਟ, ਜਲੰਧਰ ਪਬਲੀਕੇਸ਼ਨ (2014)
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਪੰਜਾਬੀ ਸਹਿਤ ਦਾਇਤਿਹਾਸ (ਭਾਗ- 2) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, (ਆਦਿ ਕਾਲ ਤੋਂ ਹੁਣ ਤੱਕ) ਡਾ. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ (2016)
- ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ ਯਾਲੀਵਾਲ, ਭਾਰਤੀ ਕਾਵਿ- ਸ਼ਾਸਤਰ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨਜ, ਪਟਿਆਲਾ
- ਡਾ. ਗੁਰਚਰਨ ਸਿੰਘ ਸੰਪਾਦਕ, ਮੱਧ ਕਾਲੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ (2008)



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	2	1	2	1
CO2	-	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	3	2	1	3	-	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	-	2	2	1
CO5	1	1	1	2	3	2	1	1	2	1	1	-	2
Average	1.4	1.6	1.4	1.4	2	1.8	1.6	2	1.6	1.6	1.6	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-I

Course Code: 1301109

Semester: Ist

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	भारतीय हिन्दी साहित्य का परिचय और उसके गुणों से अवगत हो सकेंगे
CO2	जयशंकर प्रसाद, मैथिलीशरण गुप्त, सूर्यकान्त त्रिपाठी निराला, के साहित्य का विश्लेषण कर सकेंगे
CO3	मुंशी प्रेमचन्द द्वारा रचित निर्मला उपन्यास के माध्यम से अनमेल विवाह के दुष्परिणामों से परिचित होंगे
CO4	डा० लक्ष्मी चन्द्र खुराना द्वारा सम्पादित कहानियों का अध्ययन करेंगे
CO5	विद्यार्थी साहित्य के प्रति रुचि पैदा कर अध्ययन कर सकेंगे

Course Content

भाग – क

दीपिका (काव्य संग्रह)

सपादक – हेमराज निर्मम, पंजाबी विश्वविद्यालय प्रकाशन।

क. भारतेन्दु हरिश्चन्द्र:– यमुना, शोभा, भारत, वियोगिनी नारी।

ख. मैथिलीशरण गुप्त :- साकेत, दोनों और प्रेम पलता है, यशोधरा

ग. जयशंकर प्रसाद :- आंसू से, प्रेम पथिक से, आशा।



घ. सूर्यकान्त त्रिपाठी निराला :- जूही की कली, भिक्षुक, विधवा।

भाग – ख

‘निर्मला’ उपन्यास, मुंशी प्रेमचंद
राज कमल प्रकाशन, दिल्ली।

भाग – ग

सजीव कहानियां :- केवल पांच कहानियां।

सम्पादक डॉ० लक्ष्मीचन्द्र खुराना, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित।

- 1- शतरंज के खिलाड़ी।
- 2- ममता।
- 3- अशिक्षित का हृदय।
- 4- मौत के मुंह में

भाग – घ

हिन्दी साहित्य का इतिहास:- काल विभाजन एवं नामकरण, आदिकालीन परिस्थितयां(राजनैतिक, धार्मिक, सामाजिक, आर्थिक)

सहायक पुस्तकें:-

- 1- हिन्दी साहित्य का इतिहास : कुसुम वर्मा।
- 2- हिन्दी साहित्य :- युग एवं प्रवृत्तियां :- शिव कुमार शर्मा।
- 3- हिन्दी साहित्य का इतिहास :- आर्चाय रामचन्द्र शुक्ल :- लोकभारती प्रकाशन।
- 4- हिन्दी साहित्य का इतिहास :- श्यामचन्द्र कपूर ग्रन्थ अकादमी, नई दिल्ली।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO 1	1	1	1	2	1	3	2	2	1	1	1	2	1
CO 2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO 3	2	-	1	1	2	-	2	1	1	2	1	1	2
CO 4	1	1	2	1	1	1	2	1	2	-	2	2	1
CO 5	1	1	1	2	3	1	1	1	2	1	1	-	3
Average	1.2	1.2	1.2	1.4	1.6	1.6	1.6	1.2	1.6	1.4	1.4	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: History of Punjab-I

Course Code: 1301110

Semester: 1st

Credits:-5

L TP

5 0 0

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

CO	Statement
CO1	Develop conceptual understandings of nature of social science.
CO2	Acquire skills to inculcate the national and international values through social sciences Teaching
CO3	Sensitize the equip student teachers to handle social issue
CO4	Reflect upon his own experiential learning in the professional growth of social science teacher
CO5	Demonstrate learning materials to facilitate learning on social science

Course content

Section-A

1. Physical features of the Punjab and their impact on history.
2. Sources of the ancient history of Punjab

Section- B

1. Harappa civilization: Important places, script, town planning and decline
2. Political, Social economic and religious life of the Indus Valley people

Section-C

1. The Indo-Aryans: Original Home and Settlement in Punjab. Social, religious and Economic life during the Rig Vedic Age,
2. Social, religious and economic life during the later Vedic Age

Section-D

1. Teachings and impact of Buddhism in the Punjab
2. Teachings and impact of Jainism in the Punjab

SUGGESTED READINGS

- L.M. Joshi (ed) : *History and Culture of the Punjab, Part-I,*
- L.M. Joshi and Fauja Singh (ed.): *History of Punjab, Vol.I*
- Prakash, B. (1966). *Glimpses of Ancient Panjab.* Punjabi University, Department of Punjab



Historical Studies.

- Sharma, R.N. *Life in Northern India*
- Tripathi, R.S. *History of Ancient India*
- Pandey, V.C. *Political and Cultural History of India*
- Thapar, R. *A History of India Vol. I*
- Basham, A.L. *The Wonder that was India*
- Dhillon, S.K. *The Religious History of Early Medieval Punjab*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	2	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	1	1	1	1	2	1	2	1	1	2	2	1	2
CO4	1	1	2	1	2	2	2	1	2	1	2	2	1
CO5	1	1	1	2	1	1	1	1	2	1	1	2	2
Average	1	1.2	1.4	1.4	1.4	1.6	1.6	1.2	1.6	1.4	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History-I

Course Code: 1301111

Semester: 1st

Credits:-5

L TP

5 0 0

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

CO	Statement
CO1	Understand the salient features of Indus valley civilization
CO2	Identify the origin of Aryans, their life and development
CO3	Evaluate the life and teaching of Buddhism and Jainism
CO4	Analyze the emergence of the Mauryan and Gupta empire during the “classical age” in India
CO5	Develop the skill of critical analysis of ancient period
CO6	Identify and draw out the historical places on map

Course content

Section-A

1. The Indus Civilization: Origin; Extent, Main features and the causes of its decline.
2. 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.

Section-B



1. Jainism and Budhism: Causes responsible for the rise of new religions; Life and teachings of the Mahavir Swami and GautamBuddha.
2. The Mauryan Empire: Conquests of Chandragupta Maurya; Ashoka's Dhamma; Administration under theMauryas.

Section-C

1. Post Mauryan period: Decline of the MauryanEmpire.
2. The Gupta Empire: Achievements ofSamundragupta.

Section-D

1. Chandragupta-II; Social, Economic, Culture and Scientific developments under Guptas.
2. Maps: (a) Important Historical places: Taxila, Indraprastha, Kurukshetra, Kannauj, Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajenta, Ellora, Sanchi, Tanjore, Kanchi, Lothal, Nalanda, Hastinapur, Kalibangan, Harappa and Kalinga.
(b) Extent of the Mauryan Empire (c) Gupta Empire underSamundragupta.

SUGGESTED READING:

- Basham, A.L.(1992). *Wonder That Was India*, Calcutta: Rupa.
- Goyal, S.R., (1987). *A History of Indian Buddhism*, Meerut: Kasumanjli Prakashan, .Habib, Irfan, Vivekanand Jha Mauryan India, And Delhi: Tulika Books, 2004.
- Jha, D.N. (2005). *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. Ed.),
- Pandey, V.C.and Pandey. (1999). *A.C New History of Ancient India*, Jalandhar: A.B.C.
- Ray Chaudhary, H.C. (1996) (re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press,.
- Sastri, K.A. (1958). *A History of South India*, 2nd ed., Oxford University Press,.
- Sastri, K.A.(1995). *History of South India, from pre-historic times to the fall of vijaynagar*, (4th ed.), Delhi: Oxford Unversity Press,
- Sharma, R.S. (1991). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarasidas.
- Sharma, R.S. (2005). *India's Ancient Past*, Delhi:OxfordUniversity Press,
- Sharma, R.S.(1995). *Looking for theAryan*,Hyderabad: Orient Longman,.
- Tharpar, R. (2002). *Early from the Origin to A.D. 1300*, Penguin,Altekar, A.S. State and Government in AncientIndia,Delhi: Motilal Banarsidas, 1965.
- Bryant, E. (2001). *Origin of Vedic Culture*, Delhi: Oxford University Press.
- Charkrabarti, U. (1987). *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press.
- Chattopadhaya, B.D. (2003). *Studying Early India*, Delhi: Permanent Black.
- Goyal, S.R. (1967). *History of Imperial Guptas*, Meerut; *Kusumanjali*.
- Jha, D.N. (ed.), (1985). *Society and Ideology in India*, Delhi: Sterling Publisher.
- Levin-Bongard, G.M., (1966). *Mauryan India*, Delhi: Munshiram Manoharlal.
- Maity, S.K.(1975). *The Imperial Gupta and their times*, Delhi; Motilal Banarsidas,
- Ratnagar, Shereen, (1991). *Enquiries into the Political Organization of Harappan Society*, Pune: Ravish.
- Thapar, R. (1997). *Asoka and the decline of the Mauryas*, Delhi: Oxford University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	1	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	-	1	1	2	1	2	2	1	2	2	-	2
CO4	1	1	2	1	1	-	2	-	2	1	2	2	1
CO5	1	1	2	2	2	1	1	1	2	1	2	1	2
CO6	2	1	1	2	1	1	2	1	1	1	1	1	1
Average	1.3	1.3	1.3	1.5	1.3	1.1	1.6	1.3	1.5	1.5	1.6	1.3	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Mathematics- I

Course Code: 1301112

Semester: Ist

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Recall the fundamentals of algebraic equations, matrices and rules of integration
CO2	Practice the formation of equations and compute symmetric functions of roots in terms of coefficients
CO3	Revise the properties of eigen values of the matrices
CO4	Learn Eigen values and Eigen vectors of a given matrix.
CO5	Define characteristics of equation of matrices and illustrate
CO6	Construct skills of thinking ability, critical thinking and problem solving

Course contents

Section-A

- Asymptotes, Multiple points, Tests for concavity and convexity, points of inflexion, Curvature.

Section-B

- Reduction Formulae, Improper integrals and their convergence. Beta – Gamma Functions and their convergence.

Section-C

- Hermitian, Skew-Hermitian, Orthogonal and Unitary matrices. Eigen values, Eigen vectors and the characteristic equation of a matrix, Cayley-Hamilton theorem.

Section-D

- Row Rank, Column Rank and their equivalence, consistency of a system of linear of equations, solutions of cubic equations, Biquadratic equations and their solution.

SUGGESTED READINGS:

- Kurosh, (1982). *Higher Algebra*, MIR Moscow.
- David C. Lay, (2007). *Linear Algebra and its Applications*, 3rd Ed., Pearson Education Asia, Indian reprint.
- S.H. Friedberg, A.J. Insel and L.E. Spence ,(2003). *Linear Algebra*, Prentice Hall.
- K. Hoffman and R. Kunze (1989). *Linear Algebra*, 2nd Edition, Prentice-Hall of India.
- S. Lang, (1989). *Linear Algebra*, Undergraduate Texts in Mathematics, Springer-Verlag, New York.
- Vivek Sahai and Vikas Bist, (2013). *Linear Algebra*, 2nd Ed., Narosa Publishing house.
- P. Lax, John Wiley & Sons (1997). *Linear Algebra*, , New York. Indian Ed.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	2	2	2	2	1	1	2	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	2	1
CO3	2	-	1	1	2	1	2	3	-	2	2	-	1
CO4	1	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	2	2	2
CO6	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.5	1.2	1.5	1.3	1.7	1.7	1.7	1.8	1.7	1.8	2.0	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Political Science-I

Course Code: 1301113

Semester: 1st

Credits:-5

**L TP
5 0 0**

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Analyze to develop political theories.
CO2	Interpreate the knowledge from different perspectives
CO3	Practiced politics through theoretical politics in their cognition.
CO4	Develop understanding for their political values.
CO5	Design current political activities through ideology.
CO6	Apply the ideas in their practical life.

Course content

Section-A

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

Section-B

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

Section-C

- Functions of state: Liberal and socialist perspective.
- Welfare state: concept and functions.

Section-D

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

SUGGESTED READING:

1. Johri, J.C. *Principles of Political Science*, Sterling Publishers, New Delhi.
2. Verma, S.P. *Political Theory*, Geetanjali House, New Delhi.
3. Jain, M.P. *Political Theory*, Authors Guild Publication, New Delhi (Punjabi & Hindi)
4. Nanda, S.S. *Political Theory*
5. Badyal, J.S. *Political Theory*
6. Sonia. *Political Theory*
7. Kaur, J. *Political Theory*.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	2	2	2	1	2	2	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	2	1
CO3	2	-	1	1	2	1	2	3	-	2	2	-	1
CO4	1	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	2	2	2
CO6	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.5	1.2	1.5	1.3	1.7	1.7	1.7	1.8	1.7	1.8	2.0	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Fundamentals of Computer

Course Code: 300101

Semester: 1st

Credits:-5

L TP

5 0 0

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

CO	Statement
CO1	Develop proficiency with the basic knowledge of fundamentals of computer.
CO2	Recognize and explain various number systems and also acquire accuracy in conversions from one number system to another
CO3	Recognize, define and explain various input/output devices.
CO4	Explain operating system along with functions & types.
CO5	Critically express the application of computers in various fields in present era.

Course content

1. Computer Fundamentals:

Number Systems, History of Computers, Block diagram of computer & detailed significance of each part.

2. Study of I/O devices

Keyboard, Hard disk, Floppy disk, CD,ROM, DVD, Plotters, Scanners, mouse, Printers: Dot matrix, Laser, Thermal Inkjet, VDU.

3. Primary and Secondary memories

Operating Systems

Introduction to Operating Systems & its functions, Definition of Simple batch processing, multiprogramming, multiprocessing, real-time, time-sharing systems, Concept of Spooling, Typical DOS commands, making simple batch files



4. Application of Computers in various fields

Defense Industry, Management, Sports, Commerce, Internet.

5. Computer and communication:

Single user, Multi user, Workstations, and Overview of LAN, WAN

SUGGESTED READING:

- Long, L.&long, N. *Computers PrenticeHall*
- Rajaraman,V. *Fundamentals Of Computers PrenticeHall*
- Sinha,P.K. *Computer Fundamentals*
- 4.Basandra.*Computer Today*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	-	2	1	1	2	2	2	-	1
CO2	2	-	1	1	2	1	2	3	-	2	2	1	1
CO3	1	1	-	1	1	1	2	3	2	1	2	2	1
CO4	1	1	1	2	3	1	1	1	2	1	3	3	3
CO5	2	1	2	1	1	2	2	1	2	2	2	2	2
Average	1.6	1.2	1.4	1.2	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Economics-I

Course Code: 1301114

Semester: Ist

Credits:-5

L TP

5 0 0

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

CO	Statement
CO1	Demonstrate the knowledge of basic concepts of demand and supply in graphical form including the downward slope of demand curve
CO2	Understand the different meaning and definitions of the economics.
CO3	Explain the link between production cost and economics models of supply.
CO4	Interpretatedifferent degrees of competition in market regarding price and output.
CO5	Explain the major characteristics of different markets.

Course content

Section –A

Introduction: Meaning, Nature and Scope of Economics, Definition of Economics (Adam Smith, Marshall and Robbins), Utility analysis and indifference curve.

Section –B



Law of Demand and its Exceptions, Elasticity of Demand and its Measurement, Theory of Production and Costs: Concept and Types of Production Function, Laws of Returns to Scale and Law of Variable Proportions

Section – C

Cost and Revenue concepts and cost curves in short and long run periods. Market forms and revenue: Behaviour of average revenue and marginal revenue under perfect and imperfect competitions, relationship between average revenue, marginal revenue and elasticity of demand.

Section – D

Price determination under perfect competition, imperfect competition and monopoly, Distribution, concepts and theories of rent, interest and profit

SUGGESTED READING:

- Joginder Singh, 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. (trans. Piar Singh): *Arth-Shastar Prarmbhik Vishleshan*, Punjabi University, Patiala, 1972
- 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).
- Singh,H.K. M. (Trans. Om Parkash Vashisht)(1971) *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.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	2	1	1	2	2	1	1	2
CO2	2	1	-	1	2	1	2	3	1	2	2	3	1
CO3	1	1	2	1	1	1	2	-	2	2	2	2	2
CO4	-	1	1	2	1	2	1	1	2	-	3	2	2
CO5	2	1	2	-	1	2	2	2	2	2	2	-	2
Average	1.6	1.2	1.4	1.2	1.2	1.6	1.6	2	1.8	1.8	2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Sociology-I

Course Code: 1301115

Semester:1st

Credits:-5

L TP

5 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Understand the concept and scope of sociology.
CO2	Relate the concepts of sociology with other subjects.
CO3	Make use of the knowledge about role of organizations and community.
CO4	Understand the importance of theory of self.
CO5	Describe the concept of culture and its role in society.

Course content

Section-A

1. Sociology: Definition, nature & scope.
2. Its relationship with other social sciences: History, Political Science & Economics.

Section-B

1. Basic Concepts: Social Structure, society, social organization, social group (Primary & Secondary), reference group, community & association.

Section-C

1. Norms and values, status and role.
2. Socialization: Meaning & agencies.

Section-D

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

SUGGESTED READING:

- Collins Dictionary of Sociology, (2006) Glasgow: Harper Collins
- Davis, K. (1978). *Human Society*, London: Mac Millan Company.
- Giddens, A. (2001). *A text book for the nineties*, London Polity.
- Gisbert, P.S.J. (1993). *Fundamentals of Sociology*, Bombay: Orient Longman
- Haralambos, M. (1980). *Sociology: Themes and Perspective* London : Oxford University Press
- Inkle, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India
- Jayaram, N. (1988). *Introductory Sociology*, Madras: Macmillan India
- Johnson, Harry, M. (1980). *A Systematic introduction*, Delhi: Allied Publishers.
- Rao, Shankar C. N. (2005). *Sociology Part –I* Jalandhar: New Academic Publishing House.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO 1	-	1	1	2	1	2	2	1	2	2	2	2	2
CO2	2	1	-	1	2	1	2	2	2	2	2	2	1
CO 3	1	1	2	1	1	1	2	1	2	1	2	2	1
CO 4	1	2	2	2	2	1	1	-	2	1	2	1	2
CO 5	2	1	2	1	-	2	2	1	2	2	2	2	1
Average	1.4	1.2	1.6	1.4	1.4	1.4	1.8	1.2	2	1.6	2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Contemporary India and Education

Course Code: 402101

Semester: 2nd

Credits:-2

**L T P
2 0 0**

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

CO	Statement
CO1	Develop an understanding of ideals, values and diversities in Indian education to apply in teaching and learning
CO2	Demonstrate an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education
CO3	Apply the knowledge of programs and documents for process of education in India
CO4	Summarize education critically in pre-independent and post independent India.
CO5	Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities

Course content

Section-A

1. Education-Concept (Indian and Western), Aims of Education.
2. Driving forces of Indian Society-Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
3. Impact of Liberalization, Privatization, Globalization and stratification on Education in India.

Section-B

1. Educational Policies- NPE 1986, Program of action-1992, National curriculum Framework for teacher education (NCFTE) 2009, Right to Education Act-2009.
2. Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.
3. Salient features of Education in British period (Chapter Act-1813) Macaulay's



Section-C

1. Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
2. Concept of Social; diversity at level of individual, caste, religion, minorities, languages tribes etc.
3. Measures to promote equality of opportunities through Educational programs for special groups, socially disadvantaged and women.

Section-D

1. Major recommendations of Secondary Education Commission (1952-1953); Indian Education Commission (1964-66)
2. Sarva Shiksha Abhiyan (SSA)
3. Rashtriya Madhiyamik Siksha Abhiyan (RAMSA)

Project Work / Sessional Work (Internal):

Each Pupil teacher will conduct any two of the following activities:

- a) Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhiyamik
- b) Siksha Abhiyan (RAMSA) – A local level Survey
- c) A local survey on Mid-day Meal Program in Secondary School.
- d) Debate on medium of Schooling or Three language formula

SUGGESTED READING:

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- 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, and 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, Noida, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and Yadav, M.S. (1992). *Education: its Evolving Characteristics*, in *New Frontiers in Education*, Vol. XXII, No. 4, Oct-Dec.
- Mathur, S.S. (1997 A). *Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, J. (2001). *Studies in Distance Education*, Deep and Deep Publication Pvt. Ltd., New Delhi.



- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992). *National Policy on Education*, Horizon Publishers, Allahabad.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	3	2	1	2	2	1	2	2
CO2	2	-	1	1	2	2	1	-	2	1	2	-	1
CO3	1	2	-	2	1	2	2	1	2	2	2	1	2
CO4	1	1	2	1	1	2	2	1	2	-	1	2	1
CO5	-	1	1	2	1	1	1	2	2	1	1	2	2
Average	1.2	1.4	1.2	1.6	1.2	2	1.6	1.2	2	1.4	1.4	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Understanding Disciplines and Subjects

Course Code: 402104

Semester: 2nd

Credits:-2
Semester-II

L T P
2 0 0

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

CO	Statement
CO1	Develop understanding on various disciplines and courses
CO2	Elucidate the nature and changes in disciplines and courses in terms of social, political and intellectual context
CO3	Understand the process of developing theories and content
CO4	Design and draft the curriculum
CO5	Identify the difference between curriculum and syllabus

Course content

Section-A

1. Disciplines and school subjects: Meaning, Types, Importance and relationship with subjects
2. Core ideas of Developing Discipline: Meaning and organization
3. Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context.

Section-B

1. Nature, importance and historical perspective of various school subjects
2. Changes in school subjects in terms of social, political and intellectual context
3. Curriculum: Concept, Principles of curriculum construction for different subjects.

Section-C



1. Meaning of correlation/relationship.
2. Correlation between academic disciplines and school subjects, effects on curriculum framework.

Section-D

1. Meaning of inter disciplinary approach to education and its effects on school subjects.
2. Theory of content for selection of school subject in curriculum.

Sessional work

Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences etc

SUGGESTED READINGS:

- Butchvarov,P.(1970), *The Concept of Knowledge*, Evanston, Illinois:Western University Press.
- Debra H. Martin,H. Pam C. & Lingard,B. (2007), *Teachers and Schooling:making a difference*. Australia: Allen andUnwin.
- Gardner, H.(2007), *Creating Minds*, New York:BasicBooks.
- Noddings,N.(2007), *Critical Lessons: What our schools should teach*, Cambridge UniversityPress.
- 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.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	-	2	1	1	2	3	1	1	2	2	2
CO2	1	2	3	1	1	2	-	1	2	2	2	-	1
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	-	1	2	2	1	2	2	3	2	-	2	2	2
CO5	1	2	1	2	3	1	1	1	2	1	1	1	1
Average	1.3	1.8	1.8	1.6	1.6	1.6	1.8	2.2	1.6	1.5	1.8	1.5	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: ਪੰਜਾਬੀ - II

Course Code: 1301201

Semester: 2nd

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਨਿਬੰਧ ਜਾਂ ਲੇਖ ਲਿਖਣ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਹੋਵੇਗੀ।
CO2	ਵਿਸ਼ਾ ਵਸਤੂ ਤੇ ਸਾਰ ਲਿਖਣਾ ਸਿੱਖ ਜਾਣਗੇ।
CO3	ਦਫਤਰੀ ਪੱਤਰ ਲਿਖਣਾ ਸਿੱਖਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO4	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਧੁਨੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
CO5	ਵਾਰਤਕ ਵਿਵੇਕ ਪੁਸਤਕ ਰਾਹੀਂ ਲੇਖਕਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course content

ਭਾਗ-ੳ

1. ਵਾਰਤਕ ਵਿਵੇਕ, ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ); ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

➤ ਪਹਿਲੇ ਭਾਗ ਵਿੱਚ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਪੁਸਤਕ ਦੇ ਕਿਸੇ ਲੇਖ ਦੇ ਸਾਰ ਜਾਂ ਵਿਸ਼ੇ ਵਸਤੂ ਸਬੰਧੀ ਹੋ ਸਕਦਾ ਹੈ ਦੋ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਵਿਦਿਆਰਥੀ ਨੂੰ ਇੱਕ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇਗਾ। ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।

➤ ਦੂਸਰੇ ਭਾਗ ਵਿਚ ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪੰਜ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਹਰ ਪ੍ਰਸ਼ਨ ਦੋ ਅੰਕਾਂ ਦਾ ਹੋਵੇਗਾ।

20 ਅੰਕ

ਭਾਗ-ਅ

1. ਦਫਤਰੀ ਪੱਤਰ।

5 ਅੰਕ

2. ਨੋਟਿਸ ਲੇਖਣ ਅਤੇ ਸਮਾਚਾਰ ਲੇਖਣ।

5 ਅੰਕ

3. ਪ੍ਰੈਸੀਰਚਨਾ।

10 ਅੰਕ

ਭਾਗ-ੲ

1 ਸ਼ਬਦ-ਸ਼੍ਰੇਣੀਆਂ। ਪਅੰਕ

2 ਪੰਜਾਬੀ ਧੁਨੀਆਂ ਦਾ ਵਰਗੀਕਰਨ। ਪਅੰਕ

ਪੁਸਤਕ ਸੂਚੀ:

1. ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ): ਵਾਰਤਕ ਵਿਵੇਕ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

2. ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਹਿਲਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।



3. ਨਰਿੰਦਰ ਦੁੱਗਲ (2011), ਜਸਵੀਰ ਕੌਰ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲਿਖਤ ਰਚਨਾ, ਨਿਉ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ
4. ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ। ਮਿਤੀਹੀਣ
5. ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	1	1	2	3	2	3
CO2	-	2	3	1	1	2	-	1	2	2	2	-	2
CO3	2	2	1	-	2	2	2	1	-	2	2	1	2
CO4	1	1	2	1	2	1	2	2	2	1	2	2	1
CO5	1	2	2	2	2	1	1	1	2	1	1	-	1
Average	1.5	1.6	1.8	1.5	1.6	1.8	1.8	1.2	1.8	1.6	2.0	1.7	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-II

Course Code: 1301202

Semester: 2nd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Demonstrate knowledge of literary genre
CO2	Describe and identify the distinct literary characteristics
CO3	Analyze short stories for their structure and meanings, using correct terminology
CO4	Understand the essence of poetry.
CO5	Apply the sound principles of writing compositions

Course content

Section-A

- 1 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

Section -B

- 2 The Poetic Palette (Orient Blackswan, 2013)



The following poems from this anthology are prescribed:

- Where the Mind is Without Fear : Rabindernath 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

Section -C

3 Texts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 76 to 117)

Section –D

4. Writings skills

- Letters
- Applications
- Essays
-

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.
- Blanke, G. H. (1968). Archibald MacLeish: " Ars Poetica". *Jahrbuch für Amerikastudien*, 236-245.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	2	2	2	1	1	2	2	2
CO2	1	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	1	1	2	2	1	2
CO4	1	1	2	1	1	2	2	1	2	2	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
Average	1.2	1.4	1.6	1.4	1.6	2	1.6	1.2	1.6	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Physical Education –I I

Course Code: 1301203

Semester: 2nd

Credits:-3

**L T P
3 0 0**

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

CO	Statement
CO1	Define structure & function of different part of cell.
CO2	Understand the meaning, importance, structure & moment at different joints.
CO3	Discuss the causes,bad effect and control of alcohol,smoking and drug addiction
CO4	Make use of the techniques of first aid
CO5	Understand the effect of heredity & environment of growth and development

Course content

- 1. Cell:** - Structure and function of different part of Cell.
- 2. Skeletal System:-**Nomenclature, structure and function of bones of axial and appendicular Skelton and classification of bone.
- 3. Joints:** - Meaning, importance, structure and movement at different joints.
- 4. Muscles:** - Structure and function of different types of muscles, Contraction of Skeletal muscles (eccentric, concentric and static).
- 5. Circulatory system:** - Structure and function of heart, arteries, veins and capillaries and mechanism of blood circulation
- 6. Drug Abuse:** - Causes symptoms, bad effects and control of Alcohol, Smoking and Drugs addiction.
- 7. Pollution:** - Meaning, bad effects and remedial measures of Air, Water and Noise pollution.
- 8. Sports injuries:** - Cause, symptoms, first aid, treatment and prevention of (Sprain. Strain, contusion, dislocation & fracture)
- 9. First Aid:** - Introduction, Definition, Aim and Principles. Types & technique of first aid.
- 10. Sports Psychology:** - Introduction, Definition, Aim and Principles.
- 11. Heredity and environment:** - Meaning, scope and effects of heredity and environment of growth and Development.
- 12. Classification of Age:** - Chronological age, physiological age and anatomical age.

SUGGESTED READING:

- Kang, G.S. & Deol, N.S. *Health, Physical Education & Sports*
- Chandel, S. *General Science*
- Kamlesh, M.L. & Sangral M.S. (1977). *Principles and History of Physical Education.*
- Khosla, V.K. , Khosla, K. & Rattan R.S. *Environmental Studies*
- Sobti, S. & Singh, S. *Environmental Education*



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	2	2	1	2	1	2	2	2
CO2	1	2	3	-	1	2	1	1	2	2	2	1	3
CO3	2	2	1	1	2	2	2	3	-	2	2	1	2
CO4	1	1	2	2	1	2	2	3	2	1	2	2	-
CO5	1	1	2	1	1	1	1	1	2	1	-	2	2
Average	5.0	6.0	8.0	4.0	5.0	7.0	6.0	8.0	6.0	6.0	6.0	6.0	7.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education – II (Practical)

Course Code: 1301204

Semester: 2nd

Credits:-2

L T P
0 0 4

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

CO	Statement
CO1	Learn throwing & dribblet basketball
CO2	Make use the techniques of throwing discuss
CO3	Apply Fine & gross motor skills
CO4	Develop Team spirit
CO5	Adapt strategic skill to plan course of action for kho-kho

Course content

Sr.	Game	8M (Any One)
1	MiddleDistanceRunning	8M (Any OneStyle)
2	TripleJump	8M (Any One)
3	DiscussThrow	
4	Kho-Kho, Table	
5	Tennis,Basketball	

Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

1. Measurement of the field and preparation of the field
2. Equipments and Materials of the game/Event.
3. Fundamental skill and lead up game.
4. Techniques.
5. Rules and Regulations of the game/Event.
6. Officiating:
7. Duties of officials Knowledge of score sheet Signals of officiating



8. Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	2	1	2	2	3	2	1	2	2	3
CO5	1	2	1	2	3	1	1	1	2	1	3	3	1
Average	1.4	1.8	1.6	1.6	1.6	2	1.6	2.2	2	1.4	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-II

Course Code: 1301205

Semester: 2nd

Credits:-3

**L TP
3 0 0**

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

CO	Statement
CO1	Learn historical development of music.
CO2	Elaborate the classification of Indian musical instrument.
CO3	Explain the context of Gurmat Sangeet and Rahao Ank.
CO4	Understand elementary knowledge of Ragas Darbari, and Bhairav.
CO5	Demonstrate the skills and understanding about playing musical instruments

Course content

Section A

- Historical Development of music in following periods
 - Ramayan Period
 - Mahabharat Period
- Classification of Indian Musical Instruments.
- Definition of the following in the context of Gurmat Sangeet: Raag, Mahla, Rahao, Ank.

Section B

- Biographical sketches and contribution towards Indian Music of the following:
 - Pt. Vishnu Digambar Paluskar
 - Gujjar Ram Vasdev Ragi
- One Shabad In Nirdharit Raga

Section C

1. Biographical Sketches and Contribution of the Following:
 - a) Pt. Jasraj
 - b) Ustad Amir Khan
2. Elementary Knowledge of the following Ragas
 - a) Darbari
 - b) Bhairav

Section D

1. Importance of Sahayak NAD.
2. Methods of formation of 72 Thatas of Dakhani Music system of Pandit Vyakant Makhi.
3. Detailed Description and notation of prescribed Ragas:
 - a) Vrindavani Sarang
 - b) Asawari

SUGGESTED READINGS:

- Kaur, D. *Sangeet Roop (Part-I)*
- Sharma, Y. *Sangeet Manual*.
- Sharma, Y. *Gayan Kalan*
- Yaspal & Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	2	2	2	1
CO2	1	2	3	-	1	2	1	1	2	2	2	3	2
CO3	2	2	1	1	2	2	2	2	1	2	2	3	2
CO4	1	1	2	2	1	2	2	-	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	-	2	3
Average	1.3	1.5	1.8	1.7	1.8	2.0	1.5	1.3	1.8	1.5	2.0	2.5	2.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Music (Vocal)-II (Practical)

Course Code: 1301206

Semester: 2nd

Credits:-2
Semester-II

L T P
0 0 4

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

CO	Statement
CO1	Perform raag darbari, bhairvi & talas.
CO2	Skillfully sing shabad, bhajans & Gazal
CO3	Take part in playing musical instruments
CO4	Demonstrate the skills of singing
CO5	Elaborate the musical activities

Course content

1. Performance (Raag: Darbari, Bhairav & Talas)
2. Singing (Any one out of Shabad, Bhajan, & Gazal)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	-	2	2	2	3	2	2	1	2	3	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	3	-
CO3	2	1	-	1	2	1	2	3	1	2	2	3	1
CO4	1	1	2	1	2	-	2	3	2	1	3	2	2
CO5	1	2	1	2	3	1	1	1	2	-	3	3	2
Average	1.6	1.5	1.5	1.4	2	1.75	1.6	2	1.6	1.75	2.6	2.6	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: English Literature -II

Course Code: 1301207

Semester: 2nd

Credits:-5

L T P

Semester-II

5 0 0

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

CO	Statement
CO1	Analyze the various terms pertaining to prose especially novel & short story including their types, plot and characters etc.
CO2	Develop the short stories using various devices
CO3	Demonstrate working knowledge of the novel as in a literary genres
CO4	Analyze novel for its structure, context, and plot construction
CO5	Identify and describe distinct literary context of the novel

Course content

Section-A

Prescribed Texts:

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

Section-B

Terms pertaining to Prose:

1. Novel
2. Short story
3. Plot and character
4. Protagonist
5. Gothic novel
6. The Epistolary novel
7. Conflict
8. The Picaresque novel
9. The Historical novel
10. The Regional novel
11. Episode
12. Adventure novel
13. Novella
14. Meta-Fiction
15. Science – Fiction

Section-C

1. The Vendor of Sweets by R.K. Narayan

Section-D

1. Way of the World: by William Congreve



SUGGESTED READINGS:

1. Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
2. Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
3. Forster, E. M. (1985). *Aspects of the Novel* (Vol. 19). Houghton Mifflin Harcourt.
4. Murthi, R. (2019). A Study in the Dialectic of being and Becoming RK Narayanan's "The Vendor of Sweets". *Research Journal of Humanities and Social Sciences*, 10(4), 1069-1070.
5. Jha, K. J. (2004). RK NARAYAN'S THE VENDOR OF SWEETS. *Indian Writing in English: Past and Present*, 88.
6. SHARMA, R. CONFLICT OF THE EAST AND THE WEST THROUGH THE CHARACTERS OF RK NARAYAN'S THE VENDOR OF SWEETS.
7. Congreve, W. (1711). *The Way of the World: A Comedy* (Vol. 7). T. Johnson.
8. Kroll, R. W. (1986). Discourse and Power in the Way of the World. *ELH*, 727-758.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	1	1	1	1
CO2	1	2	1	-	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	-	2	1	1	2	2	1	-
CO4	1	1	2	1	1	1	2	1	2	-	2	1	2
CO5	1	1	1	2	3	1	1	1	2	1	3	2	2
Average	1.3	1.3	1.3	1.3	1.8	1.3	1.5	1.0	1.8	1.7	2.3	1.3	2.0

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- II

Course Code: 1301208

Semester: 2nd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ ਦੇ ਨਾਟਕ ਕੈਮਲੂ ਪਸਦੀਆਂ ਮੱਛੀਆਂ ਨਾਟਕ ਤੋਂ ਵਿਦੇਸੀ ਜੀਵਨ ਵਿੱਚ ਆਉਣ ਵਾਲੀਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਗੁਰਮਤਿ ਕਾਲ ਦੇ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਲੈਣਗੇ।
CO3	ਅਲੰਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਕਾਵਿਥੇ ਤਰ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨੀ ਸਿੱਖ ਜਾਣਗੇ।
CO4	ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਆਲੋਚਨਾਤਮਕ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨਗੇ।
CO5	ਨਾਟਕ ਦੀਆਂ ਕਲਾਤਮਕ ਪ੍ਰਵਿਰਤੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ

Course content

ਭਾਗ-ੳ

1. ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ (ਨਾਟਕ), ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ, ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

ਭਾਗ-ਅ

1. ਗੁਰਮਤਿ ਕਾਲ ਦਾ ਸਾਹਿਤ (ਛੇ ਗੁਰੂਸਾਹਿਬਾਨ)।
2. ਸੂਫੀ ਸਾਹਿਤ (ਸ਼ੇਖ ਫਰੀਦ, ਸ਼ਾਹ ਹੁਸੈਨ, ਬੁੱਲ੍ਹੇਸ਼ਾਹ)।

ਭਾਗ-ੲ

੧. ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰ ਨਾਲ ਸੰਬੰਧਤ ਪੰਜ ਸੰਕਲਪ ਔਚਿਤਯ, ਵਕ੍ਰੋਕਤੀ, ਸਾਧਾਰਨੀਕਰਨ, ਰਸ, ਅੰਲਕਾਰ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ, ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ (ਨਾਟਕ), ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਭਾਗ- 2) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ ਧਾਲੀਵਾਲ, ਭਾਰਤੀ ਕਾਵਿ- ਸ਼ਾਸਤਰ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨਜ, ਪਟਿਆਲਾ
- ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ(ਆਦਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ।



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	2	1	2	-
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	3	2	-	3	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	1	1	2	-	1	1	1
Average	1.3	2.0	1.5	1.3	2.3	1.7	1.5	2.0	1.8	1.7	1.8	1.3	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-II

Course Code: 1301209

Semester: 2nd

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	हिन्दी भाषा की उत्पत्ति एवं विकास का बोध हो जाएगा
CO2	एकांकी में भाषा शैली के तत्वों का विश्लेषण कर सकेंगे
CO3	हिन्दी भाषा में व्याकरण के उपकरणों का प्रयोग कर सकेंगे
CO4	विद्यार्थियों के शब्द भण्डार में वृद्धि हो सकेगी
CO5	विद्यार्थी मुहावरे और लोकोक्तियों का दैनिक जीवन में प्रयोग करना सीख जाएंगे
CO6	विद्यार्थी विभिन्न सरकारी और निजी पत्र लिखना सीख सकेंगे

Course Content

भाग – क

- विधागत परिचय:-
 - एकांकी :- उत्पत्ति, स्वरूप, परिभाषा एवं तत्त्व।
 - निबन्ध :- स्वरूप, भेद, परिभाषा एवं तत्त्व।
 - उपन्यास:- परिभाषा, भेद एवं तत्त्व।
 - कहानी :- परिभाषा एवं तत्त्व।

भाग – ख



1. अलंकार:— अनुप्रास, श्लेष, वक्रोक्ति, उपमा,रूपक।
2. मुहावरे एवं लोकोक्तियां, शुद्ध-अशुद्ध, पर्यायवाची, विपरितार्थक शब्द, अनेकार्थक शब्द, प्रत्यय।

भाग – ग

1. संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण (केवल परिभाषा एवं भेद उदाहरण सहित।
2. अपठित गद्यांश

भाग – घ

1. निबन्ध।
 2. प्रार्थना पत्र।
- सहायक पुस्तकें:— हिन्दी व्याकरण।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	-	2	1	3	2	2	1	1	1	2	3
CO2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	-	1	2	3	2	2	2	2	2
CO5	1	1	-	2	1	-	1	1	2	1	1	-	-
CO6	2	2	3	1	2	1	1	1	1	1	2	2	2
Average	1.4	1.4	1.8	1.2	1.5	1.3	1.4	1.8	1.6	1.6	1.8	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History of Punjab-II

Course Code: 1301210

Semester: 2nd

Credits:-5

**L TP
5 00**

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Develop understading about the impact of Alixander's and Maurys.
CO2	Illustrate the contribution of kushans in Punjab and Gupta Empires.
CO3	Describe the vardhana emperors and Punjab the country to 1000.
CO4	Apply the knowledge of political, social, cultural history of Punjab.
CO5	Develop understanding of art and their art activities and development of education

Course content

Section- A

1. Alexander's invasion and its impact
2. Punjab under Mauryas

Section- B

1. The Kushans and their contribution to the Punjab.
2. The Punjab under the Gupta Emperors

Section- C

1. The Punjab under the Vardhana emperors
2. The Punjab from 7th Century to 1000 A.D. (A Survey of Political and socio-cultural history of Punjab)

Section- D

1. Development of Art and Architecture up to 1000 A.D.
2. Development of Education in Punjab up to 1000 A.D.

SUGGESTED READINGS:

- L.M. Joshi (ed) : *History and Culture of the Punjab, Part-I*,
- L.M. Joshi and Fauja Singh (ed.): *History of Punjab, Vol.I*
- Prakash, B. (1966). *Glimpses of Ancient Panjab*. Punjabi University, Department of Punjab Historical Studies.
- Sharma, R.N. *Life in Northern India*
- Tripathi, R.S. *History of Ancient India*
- Pandey, V.C. *Political and Cultural History of India*
- Thapar, R. *A History of India Vol.I*
- Basham, A.L. *The Wonder that was India*
- Dhillon, S.K. *The Religious History of Early Medieval Punjab*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	-	2	1
CO2	1	2	1	1	1	2	-	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	-	1	1	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	-	1	2	1	1	2	1
Average	1.2	1.4	1.2	1.5	1.6	1.8	2.0	2.0	1.6	1.4	1.8	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: History-II

Course Code: 1301211

Semester: 2nd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Examine institutional basics of ancient India
CO2	Understand the period of Vardnas in relation to political, religion and educational context
CO3	Develop understanding of the different dynasties and kingdom
CO4	Evaluate the administrative and social life of Cholas, Padyas and Cheras
CO5	Analysis critically Mahmud Ghazni and Muhammad Ghori invasion in India

Course content

Section-A

1. The Age of Vardnas: Establishment of Vardhana Kingdom; Harsha's campaigns and political relations; sources of revenue; patronage of religion literature and education; account of HiuenTsang.
2. The Rajputs: origin of the Rajputs; policy, society and culture under the Rajputs.

Section-B

1. Dynasties in the south: Rastrakutas, pallavas, satavahanas, Gujara-pratiharas, cholas, pandyas, and cheras: Establishment and Administration, Social, Cultural, Economic life.
2. The Chalukayas: Their Origin, Political Achievement of the Chalukayas Kings (Vatapi).

Section-C

1. Rastrakuta, Pallavas, Gujara-Pratiharas, Cholas, Padyas, Cheras, Social, administration, cultural, economic life.
2. Mahmud of Ghazni and his invasion to India.

Section-D

1. Muhammad of Ghori and his Indian invasions.
2. Maps: (a) Harsha's empire. (b) Important places in South India: Amaravati, Kalyani, Kanchipuram, thanjaur, Nagapottinam, Gangaikonda Cholapuram, Vengel, Kalinga, Vangaderam, Badami, Patapi, Vangai, Manyakheta, Ellora.

SUGGESTED READING:

- Basham, A.L. (1992). *Wonder That Was India*, Calcutta: Rupa.
- Jha, D.N. (2005). *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. ed.).
- Basham, A.L. (1992). *Wonder That Was India*, Calcutta: Rupa.



- Goyal, S.R., (1987). *A History of Indian Buddhism*, Meerut: Kasumanjli Prakashan, .Habib, Ifan, Vivekanand Jha Mauryan India, And Delhi: Tulika Books, 2004.
- Jha, D.N. (2005) *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. Ed.),
- Pandey, V.C.and Pandey. (1999). *A.C New History of Ancient India*, Jalandhar: A.B.C.
- Ray Chaudhary, H.C. (1996) (Re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press.
- Sastri, K.A. (1958) *A History of South India*, 2nd ed., Oxford University Press,.
- Sastri, K.A. (1995). *History of South India, from pre-historic times to the fall of vijaynagar*, (4th ed.), Delhi: Oxford University Press,
- Sharma, R.S. (1991). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarasidas,.
- Sharma, R.S. (2005). *India's Ancient Past*, Delhi:OxfordUniversity Press,
- Sharma, R.S. (1995). *Looking for the Aryan*, Hyderabad: Orient Longman.
- Tharpar, R. (2002). *Early from the Origin to A.D. 1300*, Penguin,Altekar, A.S. State and Government in AncientIndia,Delhi: Motilal Banarsidas, 1965.
- Bryant, E. (2001). *Origin of Vedic Culture*, Delhi: Oxford University Press.
- Charkrabarti, U. (1987). *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press.
- Chattopadhaya, B.D. (2003). *Studying Early India*, Delhi: Permanent Black.
- Goyal, S.R. (1967). *History of Imperial Guptas*, Meerut; Kusumanjali.
- Jha, D.N. (ed.), (1985). *Society and Ideology in India*, Delhi: Sterling Publisher.
- Levin-Bongard, G.M., (1966). *Mauryan India*, Delhi: Munshiram Manoharlal.
- Maity, S.K. (1975). *The Imperial Gupta and their times*, Delhi; Motilal Banarsidas,
- Ratnagar, Shereen, (1991). *Enquiries into the Political Organization of Harappan Society*, Pune: Ravish,.
- Thapar, R. (1997). *Asoka and the decline of the Mauryas*, Delhi: Oxford University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	1	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2	1
CO5	1	2	1	2	3	2	1	1	2	1	1	3	3
Average	1.2	1.6	1.2	1.4	1.8	1.4	1.6	2	1.6	1.6	1.6	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Mathematics-II

Course Code: 1301212

Semester: 2nd

Credits:-3

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

CO	Statement
CO1	Distinguish linear, nonlinear, ordinary and partial differential equations
CO2	Make use of the knowledge to solve linear differential equations with constant and variable coefficients
CO3	Learn methods of forming and solving partial differential equations
CO4	Develop understanding of differentiation and integration of vector valued functions
CO5	Analyze all the solutions of second and higher order linear differential equations with constant coefficients, linear equations with variable coefficients
CO6	Demonstrate the knowledge of the engineering skill among students and are useful in every field of Engineering

Course contents

Section - A

First order differential equations: Order and degree of a differential equation, separable differential equations, Homogeneous differential equations, equations reducible to Homogenous differential equations exact differential equations. Linear differential equations and equations reducible to linear differential equations.

Section - B

Higher order differential equations: Solution of Linear homogeneous and non-homogeneous differential equations of higher order with constant coefficients and with variable coefficients. Wronskian, method of Variation of Parameters, method of undetermined Coefficients

Section - C

Partial differential equations: Partial differential equation of first order, Lagrange's solution, some special types of equation which can be solved easily by methods other than general method, Charpit's general method of solution.

Section – D

Partial differential equations of second and higher order: Classification of linear partial differential equations of second order, Solution in series of some Standard differential equations. Homogeneous and non-homogeneous partial differential equations with constant coefficients, Laplace equation by Separation of variable method

SUGGESTED READINGS:

- Earl D. Rainville and P. E. Benediet, (1989.). *Elementary differential equations*, Seventh edition, Macmillan, Publishing Company,
- Edwards, C. H. and Penny, D. E. (2005). *Differential Equations and Boundary Value Problems:*



Computing and Modelling, Pearson education, India.

- C.H. Edwards and D.E. Penny, (2005). *Differential Equations and Boundary Value problems Computing and Modeling*, Pearson Education India,
- S.L. Ross, (2004). *Differential Equations*, 3rd Ed., John Wiley and Sons, India,
- Martha L. Abell, James P. Braselton, (2004). *Differential equations with mathematica*, 3rd Ed., Elsevier Academic Press,
- Khalil, A. (2012). *Text Book of Differential Equations*, World Education Publishers.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	1	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2	1
CO5	1	2	1	2	3	2	1	1	2	1	1	3	3
Average	1.2	1.6	1.2	1.4	1.8	1.4	1.6	2	1.6	1.6	1.6	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Political Science-II

Course Code: 1301213

Semester: 2nd

Credits:-5

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

CO	Statement
CO1	Develop understanding of political system and its working
CO2	Value the universal declaration of human rights and work of community service
CO3	Understand the concepts of liberty, equality, individuality, democracy and justice.
CO4	Explain the concept of political culture, its nature and scope.
CO5	Apply the knowledge of political socialization and its agencies

Course content

Section-A

1. Political System: Meaning, definition, characteristics and Scope



2. Political Culture: Meaning, definition, Characteristics and Types.
3. Political Socialization: Meaning, characteristics & agencies.

Section-B

1. Rights & Duties: Meaning, types & its relationship between both.
2. Universal Declaration of Human Rights and its classification.
3. Democracy: Meaning, features, & types.

Section-C

1. Liberty: Meaning, definition, types and its safeguards.
2. Equality: Meaning, definition, types & relationship between liberty and equality.

Section-D

1. Justice: meaning and its various dimensions.
2. Social Change: Meaning and its various dimensions and Theories.

SUGGESTED READINGS:

- Badyal, J.S. *Political System of India*.
- Johri, J.c. *Principles of Political Science*, Sterling Publishers, Delhi
- Verma, S.P. *Political Theory*, Geetanjali House, New Delhi, Jain, M.P. *Political Theory*, Authors Guild Publication, Delhi (Punjabi & Hindi)
- Nanda, S.S. *Political System of India Theory* (Punjabi & English) Nanda Publications.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	1	2	1
CO2	-	2	1	1	1	2	1	-	2	2	2	2	2
CO3	2	2	1	-	2	1	2	3	1	2	2	2	2
CO4	2	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	2	1	2	3	1	2	1	2	-	3	2	3
Average	1.8	1.6	1.2	1.5	2.0	1.4	1.8	2.3	1.6	1.8	2.0	2.0	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Business Communication

Course Code: 300202

Semester: 2nd

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	Understand meaning, importance, objectives & functions of communication.
CO2	Develop skill of communication & understanding business terminology.
CO3	Develop skills of using different techniques of effective speech such as teleconferences, group discussion, public address system etc.
CO4	Make use of skills of writing business letters
CO5	Apply the knowledge of information technology for communication

Course content

1. Introduction to Communication

Meaning and Definition, Process, Functions, Objectives, Importance, Essentials of good communication, Communication barriers, overcoming communication barriers

2. Types of Communication

Written , Oral , Face-to-face , Silence , Merits and limitations of each type

3. Business Letters

Need and functions of business letters, planning & layout of business letter, Kinds of business letters, Essentials of effective correspondence,

4. Oral Communication

Meaning, nature and scope , Principles of effective oral communication , Techniques of effective speech, Media of oral communication (Face-to-face conversation , Teleconferences , Press Conference , Demonstration , Radio Recording , Dictaphone , Meetings , Rumors , Demonstration and Dramatizations , Public address system , Grapevine , Group Discussion , Oral report , Closed circuit TV). The art of listening, Principles of good listening

5. Information Technology for Communication

Word Processor , Telex , Facsimile(Fax) , E-mail , Voice mail , Internet , Multimedia, Teleconferencing , Mobile Phone Conversation , Video Conferencing , SMS , Telephone Answering Machine, Advantages and limitations of these types.

6. Topics Prescribed for workshop/skilllab

Group Discussion
Mock Interview
Decision Making in a Group
Written Communication

SUGGESTED READINGS:

- Sinha, K. K. *Business Communication*. Galgotia Publishing Company, New Delhi.
- Pal,R. and Korlhalli, & Chand, J. S. S. *Essentials of Business Communication*, ultan & Sons, New Delhi
- Singh, N. *Business Communication (Principles, Methods and Techniques)*. Deep



& Deep Publications Pvt. Ltd., New Delhi.

- Sharma, R.C. & Mohan, K. *Business Correspondence and Report Writing*. Tata McGraw, Hill Publishing Company Limited, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	1	1	2	1	2	2	2	3	3	1
CO2	2	1	1	2	2	-	2	3	1	2	2	3	3
CO3	1	2	2	2	1	1	2	3	2	1	3	2	1
CO4	1	3	1	2	3	1	1	-	2	1	3	3	2
CO5	2	1	2	1	-	2	2	1	2	2	2	2	2
Average	1.5	1.8	1.5	1.8	2.0	1.3	1.8	2.3	1.8	1.5	2.5	2.5	2.0

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Economics-II

Course Code: 1301214

Semester: 2nd

Credits:-5

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

CO	Statement
CO1	Understand the strategy of Indian economy in terms of agriculture and Industry sector.
CO2	Recognize the industrial pollution and impact on economy.
CO3	Explain the Indian Tax system and its types.
CO4	Describe the Indian planning
CO5	Understand the main economic problems and resources distribution

Course content

Section –A

Features of Indian Economy on the eve of Independence, Nature and Characteristics of Indian Economy, New Agriculture Strategy and Green Revolution Land Reforms: Need, Implementation and Critical Evaluation.

Section –B

Industry: Problems of Industrial Development, Public and Private Sector. Role and Problems of Small and Large Scale Industries, Industrial pollution and its impact on environment



Section -C

Indian Tax Structure: features and types. Balance of Payment problem, Role of export promotion and import substitution,

Section –D

Planning: Objectives, Strategy and Achievements of Indian Planning, Major Indian Economic Problems: Inflation, Inequality, Unemployment, Poverty, Population Growth, Division of financial resources between Centre and the States.

SUGGESTED READINGS:

- Dhar,P.K.(1999). *Indian Economy*, Kalyani Publishers,Ludhiana.
- Gill,K.S. *Evolution of Indian Economy*, NCERT, NewDelhi.
- Aggarwal,A.N.*Indian Economy*, Wiley EasternLtd.
- 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.
- A. Ghosh (Trans. Avtar Narinder Singh): *Bhartiy Arth Vivstha* (Punjabi University, Patiala).
- Singh,C.H. *Bharti Arth Shastar*.Punjabi University,Patiala.
- Misra,S.K. & Puri,V.K. (*English & Hindi Medium*): *Indian Economy*, Himalya Publishing House, Mumbai (LatestEdition).
- Tandon,B.B. & Tandon,K.K.(1998). *Indian Economy*, Tata McGraw Hills Pub. Co., New Delhi.

SUPPLEMENTARY READINGS:

1. Government of India: Five Year Plan(latest).
2. Government of India: Economic Survey(latest).

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	1	1	2	3	2	2	2	2	3
CO4	2	1	1	2	3	1	1	1	2	1	3	1	2
CO5	1	2	2	1	2	1	2	1	2	2	2	2	1
Average	1.4	1.4	1.4	1.2	1.8	1.2	1.6	1.8	1.8	1.8	2.2	1.4	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Sociology-II

Course Code: 1301215

Semester: 2nd

Credits:-5

L T P
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Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the concept of social interaction.
CO2	Identify the characteristics of social groups.
CO3	Describe the importance and functions of Family and Marriage.
CO4	Elaboratesocial deviance and it’s dysfunction to society.
CO5	Explain the process integrative and disintegrative of society.

Course content

Section-A

1. Social Interaction and Social Processes: Concepts of social interaction and social processes: types of social processes.
2. Integrative and Disintegrative (Cooperation, accommodation, assimilation, competition and conflict).

Section-B

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

Section-C

1. Social Institution: Marriage (Definition and functions).
2. Family (Definition and functions) and Religion (Definition and functions).

Section-D

1. Social Control: Meaning and agencies of social control.
2. Social Deviance: Meaning, factors.

SUGGESTED READINGS:

- Kingsley, D. (1978). *Human Society*, London: Mac Millan Company.
- Anthony, G. (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.
- Mair, Lucy. (1972). *An Introduction to Social Anthropology*, London: Oxford Clarendon Press
- Mujamdar, D.N. & Madam
- Shankar, C.N. (2005). *Sociology Part-I* Jalandhar: New Academic Publishing House.
- Schaefer, Richard T. (1999). *Sociology*, New Delhi: Tata McGraw-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.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	-	2	2	2	2
CO3	-	1	2	1	1	1	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	-	1	2	1	3	2	1
CO5	2	1	2	1	1	2	2	1	2	2	2	2	3
Average	1.8	1.4	1.8	1.4	1.6	1.4	1.8	1.8	2.0	1.6	2.2	1.8	2.0

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Language across the Curriculum

Course Code: 402105

Semester: 3rd

Credits:-3

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

CO	Statement
CO1	Design the curriculum for teacher and learners' usage
CO2	Develop the communication skills in the students
CO3	Make use of language skills Oracy, writing, Reading and listening
CO4	Identify the use of language in different context
CO5	Determine the effectiveness of self study and references skills

Course content

Section-A

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

Section-B

1. Concept formation
2. Language of textbooks in different subjects

Section-C

1. Oracy, listening, reading and writing
2. 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;

Section-D

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

SUGGESTED PROJECTS:

1. To elaborate their theoretical understanding, students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
2. Analysis of text books languages and other materials used in different subjects from the point of view of registers and styles used in them.
3. Project on Language environment of school

SUGGESTED READINGS:

- Vollmer, H. J. (2009). Language across the curriculum. In *Proceedings from the Conference of Languages in Education, Ljubljana, Slovenia* (pp. 27-39).
- Fillion, B. (1979). Language across the curriculum: Examining the place of language in our schools. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 14(001).
- Thaiss, C. (1986). *Language across the Curriculum in the Elementary Grades*. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 25735, \$6.00 member, \$7.80 nonmember)..
- Grenfell, M. (2002). *Modern languages across the curriculum*. Taylor & Francis.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	1	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	2	1	1	2	1	2	2	1
Average	1.4	1.6	1.8	1.4	1.6	1.8	1.6	2.2	2	1.4	2	1.6	1.6

The Correlation Levels Are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" Indicates There Is No Correlation



Course Name: Learning and Teaching

Course Code: 402201

Semester: 3rd

Credits:-2

**L T P
2 0 0**

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

CO	Statement
CO1	Understand the nature of assessment and its role in teaching learning process.
CO2	Critically analyze the role of assessment at different domains of teaching.
CO3	Develop the skill of construction of testing tools.
CO4	Manage and implement assessed data.
CO5	Examine different trends and issues in assessment.

Course content

Section-A

1. Meaning and principles of development, relationship between development and learning.
2. 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).
3. Meaning of 'Cognition' and its role in learning.
4. Socio-cultural factors influencing cognition and learning.
5. Facilitating Holistic development (for self and society).

Section-B

1. Implicit knowledge and beliefs about learning (demystifying misconceptions).
2. Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Sternberg, Rogers, Vygotsky).
3. Concepts and principles of each perspective and their applicability in different learning situations
4. Relevance and applicability of various theories of learning for different kinds of learning situations
5. Role of learner in various learning situations, as seen in different theoretical perspectives
6. Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, Co-learner.



Section-C

1. Concept of Profession; Teaching as a profession
2. Professional ethics for teachers.
3. Concept and nature of teaching
4. Reflective teaching: concept and strategies for making teachers reflective practitioners.
5. Theories of teaching
6. Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model.
7. Approaches to Teaching-learning, Behaviouristic approach, Systematic approach; Cognitivist approach, Constructivist approach

Section-D

1. Concept of pedagogy
2. Principles and techniques of pedagogy.
3. Simulated Teaching
4. Micro Teaching
5. Approaches to student teaching
6. Case Analysis; Analysis of teaching of effective teachers

Sessional Work (Prepare any three)

- Analysis of learning situations through case study, presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

SUGGESTED READINGS:

- Aggarwal 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 Delhi.
- Dandapani S.(2000). *A Text Book of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd. New Delhi,
- De Cecco J P.(1996).*Learning and Instruction*, Prentice Hall of India Pvt.Ltd. New Delhi
- Rao, U.(2008). *Advanced Educational Psychology* Himalaya Publication House New Delhi-
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crown Press.



- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of teaching (7Ed.)*. Boston: Allyn & Bacon.
- 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 Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

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The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	2	1	2	2	1	1	2	1	1
CO2	1	2	1	1	2	1	1	2	1	2	1	3	2
CO3	1	2	1	2	1	2	1	2	2	1	2	2	3
CO4	2	1	2	2	2	1	2	2	2	2	2	2	2
CO5	2	1	2	1	1	2	1	1	2	2	2	1	1
Average	1.4	1.4	1.4	1.6	1.6	1.4	1.4	1.8	1.6	1.6	1.8	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ- III

Course Code: 1301301

Semester: 3rd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਹਾਣੀ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਹੋਵੇਗੀ।
CO2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਨਾ ਮਕਰਨ ਤੇ ਵਿਕਾਸ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
CO3	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਕੇ ਭਾਸ਼ਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO4	ਪੰਜਾਬੀ ਵਾਕ ਰਚਨਾ ਮੁੱਢਲੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ।
CO5	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਣਗੇ।

Course content

ਭਾਗ-ੳ

1. ਕਥਾ ਸੰਸਾਰ ਸੰਪਾਦਕ: ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,

ਪਟਿਆਲਾ।

- ਇਸ ਭਾਗ ਵਿੱਚ ਪੁਸਤਕ ਵਿੱਚੋਂ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਸਾਰ ਅਤੇ ਵਿਸ਼ਾ ਵਸਤੂ ਨਾਲ ਸਬੰਧਿਤ ਹੋਵੇਗਾ ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
- ਦੂਸਰੇ ਹਿੱਸੇ ਵਿੱਚ ਕੋਈ ਤਿੰਨ ਪਾਤਰ ਦੇ ਕੇ ਦੋ ਦੀ ਉਸਾਰੀ ਕਰਨ ਨੂੰ ਕਿਹਾ ਜਾਵੇਗਾ ਇਸ ਦੇ 5+5=10 ਅੰਕ ਹੋਣਗੇ। 20 ਅੰਕ

ਭਾਗ-ਅ

- | | |
|---|--------|
| 1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਾਮਕਰਨ, ਪਿਛੋਕੜ ਅਤੇ ਨਿਕਾਸ। | 5 ਅੰਕ |
| 2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ (ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਯੁਗ)। | 5 ਅੰਕ |
| 3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਾਰਥਕਤਾ, ਇਤਿਹਾਸ ਅਤੇ ਸਾਹਿਤਕ ਵਿਰਾਸਤ। | 10 ਅੰਕ |

ਭਾਗ-ੳ

- | | |
|-------------------------|-------|
| 1. ਵਾਕ ਬਣਤਰ ਤੇ ਵਾਕ ਰਚਨਾ | 5 ਅੰਕ |
| 2. ਉਪਵਾਕ ਰਚਨਾ | 5 ਅੰਕ |

ਪੁਸਤਕ ਸੂਚੀ:

1. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (ਸੰਪਾਦਕ): ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੱਧਕਾਲੀਨ ਇਤਿਹਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
2. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ (ਸੰਪਾਦਕ) (2010), ਕਥਾ ਸੰਸਾਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ (1992), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
4. ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ। ਮਿਤੀਹੀਣ
5. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ, ਮਿਹਰਬਾਨ ਸਿੰਘ (2004), ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਉ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	1	2	3	3	2	1	2	-
CO2	-	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	-	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	2	2	2	3	2	-	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	1	1	3
Average	1.3	1.6	1.8	1.5	1.8	1.6	1.6	2.2	2.0	1.8	1.6	1.4	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: English-III

Course Code: 1301302

Semester: 3rd

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	Demonstrate knowledge of literary genres
CO2	Describe and identify the distinct literary characteristics
CO3	Analyze essay for their structure and meanings, using correct terminology
CO4	Enhance the vocabulary through Antonyms and idioms.
CO5	Apply the sound principles of writing compositions

Course content

Section-A

1. 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

Section –B

1. Texts Prescribed for Grammar
Oxford Practice Grammar by John Eastwood (Exercises 44 to 75)

Section –C

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

Section–D

1. Vocabulary:
 - Antonyms
 - Idioms used in illustrative sentence



SUGGESTED READINGS:

1. Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.
2. Best, W. D. (1963). *The Students' Companion*. Longman.
3. Bhushan, K., & Katyal, G. A. P. J. (2002). *APJ Abdul Kalam: the visionary of India*. APH Publishing.
4. Brady, J. (1972). Why I want a wife. *75 Readings: An Anthology*, 325-327.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	-
CO2	-	2	3	1	1	2	1	1	2	2	2	-	1
CO3	2	2	1	1	2	2	2	3	-	2	2	1	2
CO4	1	1	2	1	-	2	2	3	2	2	2	2	1
CO5	1	1	2	2	3	1	1	1	2	1	3	3	3
Average	1.5	1.4	1.8	1.4	1.8	2.0	1.6	2.2	2.3	1.6	2.2	2.0	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education –III

Course Code: 1301303

Semester: 3rd

Credits:-3

**L T P
3 0 0**

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

CO	Statement
CO1	Understand the importance of psychology in sports training and its relationship with physical education.
CO2	Elaborate the adolescent period.
CO3	Explain types, importance and theory of play.
CO4	Discuss the childhood and sports socialization.
CO5	Understand importance of sports in national & international integration

Course content

1. **Psychology:** - Importance in sports training and competition and relationship with physical education.
2. **Learning:** - Meaning, laws of learning, nature of motor learning, transfer of learning and learning curve.
3. **Motivation:** - Meaning, Types, Methods and importance in physical education and sports.



4. **Play:** - Meaning, theories, types and importance.
5. **Psychological factors affecting sports performance:** - Meaning and remedial measure of anxiety and aggression in sports.
6. **Adolescent Period:** - Meaning, Characteristics (Physical, Psychological and sociological) Remedial measures to control adolescent problems.
7. **Childhood:** - Meaning, and Characteristics of physical, mental psychological and social growth and development in childhood.
8. **Sports relationship:** - Role and importance of sports and economy, sports and politics.
9. **Sports performance:** - Causes and remedial measures of India's poor performance in Sports.
10. **Individual differences:** - Meaning, importance and determination.
11. **Socialization:** - Meaning, characteristics and role of family, school and sports in socialization.
12. **Integration:** - Meaning, and importance of sports in national and international integration.

SUGGESTED READINGS:

- Kang G. S. & Deol N. S. (2008). *An introduction to Health and Physical Education 21st century* Patiala.
- Blair, Jones and Simpson. (1962). *Educational Psychology*, The Macmillan co, New York, 1962
- Lindgren. H. E. (1962). *Educational Psychology in the class Room*, New Delhi, John Wiley & Sons.
- Whiting HTA. (1972). *Reading in sports Psychology*, Henry Kimpton Publisher London.
- Dhaliwal A. S. *Vidyak Manvidyan*, Patiala, Punjabi University.
- Puni, A. T. (1980). *Sports Psychology: an abridged translation by G. S. Sandhu*, NIS Patiala.
- Suin, R.M. (1982) *Psychology in Sports, Methods and applications*, Surjit Publications, New Delhi.
- Singh, A. and Gill, J.S. (2004). *Essential of Physical education and Olympic movement* Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	3	3	2	1	3	2	3	3	3	2	2	2
CO2	1	2	3	1	1	2	-	1	2	2	2	-	1
CO3	2	2	1	-	2	2	2	3	-	2	2	3	-
CO4	2	2	2	2	2	2	2	3	2	3	2	2	2
CO5	1	3	3	2	3	2	1	1	2	1	2	3	2
Average	1.5	2.3	2.3	1.7	2.0	2.0	1.7	2.0	2.0	2.0	2.0	2.7	1.7

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Physical Education – III (Practical)

Course Code: 1301304

Semester: 3rd

Credits:-2

**L T P
0 0 4**

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

CO	Statement
CO1	Learn the Skill of sequential task activity
CO2	Master the Skills of movement & agility
CO3	Develop the Skill of throwing javelin
CO4	Make use of the functional movementskills
CO5	Examine the strategic planning and execution skills

Course content

Long Distance Running 8M (Any One Race)

High Jump 8M (Any One Style)

Javelin Throw 8M (Any One Style)

Wrestling, Lawn Tennis, Handball 16M (Any OneGame)

Evaluation will be based on skill test, performance & viva voce. Contents to be covered during the practical sessions:

Measurement of the field and preparation of the field Equipments and Materials of the game/Event Fundamental skill and lead up game

Techniques

Rules and Regulations of the game/ Event Officiating:

Duties of officials Knowledge of score sheet Signals of officiating

Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	2	2	3	2	3	3	1	2	2	3
CO2	-	2	3	1	1	2	1	-	2	2	2	-	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	2	2	2	2	3	2	2	2	2	2
CO5	1	2	1	2	3	1	-	1	2	1	1	2	1
Average	1.5	1.6	1.8	1.6	2.0	2.0	1.8	2.5	2.0	1.6	1.8	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Music(Vocal)-III

Course Code:1301305

Semester:3rd

Credits:-3

L T P
3 0 0

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

CO	Statement
CO1	Explain the life sketches and contribution of great musicians.
CO2	Define and discuss different type of Khayal.
CO3	Write the notation of ragas Bageshri and Bhopali.
CO4	Explain and elaborate the instrument Tanpura.
CO5	Demonstrate the skills of playing different musical instruments

Course content

Section A

1. Brief life sketches of and contributions of great Musician:
 - a) Sardar Sohan Singh of AgraGharana
 - b) Dalip Chander Bedi
 - c) Prof. TaraSingh

Section B

1. Knowledge of Bharkhande Thaatpadhati.
2. Different Jaties of Ragas of the present Ragas system of north Indianmusic
3. To write the notations of the present Ragas: Bageshri, Bhopali.

Section C

1. Various developments in brief in the history of north Indian music during the modern Period 18th to 20th centuryAD
2. Knowledge of the following Non-detailedRagas:
 - a) Deshkar b) Bilawal (Only Aroh- Avroh&pakad)

Section D

1. Knowledge ofDhrupad
2. Definition & Types ofKhayal.
3. Brief description ofTanpura



SUGGESTED READINGS:

- Sharma, Y. *Sangeet Manual*. H.G Publications Dehli
- Sharma, Y. *Gayan Kalan*. Punjabi University Patiala
- Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar* Karnal Publications

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	2	1	3	3	-	2	2	2
CO2	1	2	3	-	1	2	1	1	2	2	2	1	-
CO3	2	2	1	1	2	2	2	3	1	2	2	1	1
CO4	2	-	2	2	2	2	2	3	2	1	2	2	2
CO5	2	1	2	2	3	2	-	1	2	1	3	2	2
Average	1.6	1.5	1.8	1.8	1.8	2.0	1.5	2.2	2.0	1.5	2.2	1.6	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-III (Practical)

Course Code: 1301306

Semester: 3rd

Credits:-2

**L T P
0 0 4**

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

CO	Statement
CO1	Perform one vilambit Khayal in any of the Ragas.
CO2	Make use of one sargam Geet in any of the Ragas.
CO3	Utilize the skills to play on Harmonium
CO4	Perform one Drut khayal in each of the following Ragas with simple Alaps & Tanas: Bagesheri, Bhopali.
CO5	Recognize Ragas of the course sung by the Examiner.

Course content

Performance

1. One Vilambit Khayal in any of the Prescribed Ragas.
2. One Sargam Geet in any of the Prescribed Ragas.
3. Ability to play on Harmonium at least five alankaras.
4. One Drut khayal in each of the following Ragas with simple Alaps & Tanas: Bagesheri, Bhopali.



5. Ability to recognize Ragas of the course sung by the Examiner.
6. Ability to recite bols of Talas Prescribed in the course in Ek Talas & Dugun byhand:
 - a) Dadra b) Kahrva teen Talas

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	2	2	2	3	2	2	3	3	2	2	2
CO2	1	2	1	-	1	2	1	1	2	2	2	2	2
CO3	2	1	1	1	2	1	2	3	-	2	2	2	2
CO4	1	1	2	1	3	1	2	3	2	2	2	-	1
CO5	1	2	2	2	3	2	1	1	2	1	3	3	2
Average	1.3	1.5	1.5	1.3	2.3	1.5	1.5	2.0	2.0	1.8	2.3	2.3	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English Literature -III

Course Code: 1301307

Semester: 3rd

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Comprehend the important concepts pertaining to Drama including its essence, structure characterization, dialogue, stage direction, dramatic conversation.
CO2	Trace the history of English literature from Chaucer to the 18 th century including the important trends & movement.
CO3	Explain and discuss important text of Chaucer to the 18 th century like pardoner’s tale, As you like it, Dr. Faustus, Pamela Etc.
CO4	Develop the understanding on the elements of drama and novel
CO5	Identify and describe distinct literary characteristics of renaissance and reformations

Course content

Section A

Important Concepts pertaining to Drama

The following terms will have to be studied:



1. Definition and Essence
2. Drama vs. Novel
3. Drama and Theatre
4. Dramatic action
5. Structure
6. Characterization
7. Dialogue
8. Stage Directions
9. Dramatic Conventions
10. **Important terms pertaining to drama and stage:**
 1. Comic Relief
 2. Pathos
 3. Aside
 4. Soliloquy

Section B

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

1. Renaissance and Reformation
2. Origin and Rise of Drama in English
3. Metaphysical Poetry
4. Chief Characteristics of the Neo-Classical Literature.
5. Rise of the Novel
6. Restoration Comedy

Section C

Important Texts of Chaucer to the Eighteenth Century period:

1. *Pardoner's Tale*
2. *As You Like It*
3. *Dr. Faustus*
4. *Paradise Lost* Book I
5. *Pamela*
6. *Absalom and Achitophel*
7. *The Rape of the Lock*

Section D

William Shakespeare: *Hamlet*

SUGGESTED READINGS:

- 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.
- Shakespeare, W. (2006). *As you like it* (1599). Ed. Juliet Dusinberre. London: Arden.
- Ornstein, R. (1968). Marlowe and God: The Tragic Theology of Dr. Faustus. *PMLA*, 83(5), 1378-1385.
- Okerlund, A. N. (1977). The Intellectual Folly of Dr. Faustus. *Studies in Philology*, 258-278.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	2	2	1	2	-	2	2
CO2	1	2	1	-	1	2	1	1	2	2	2	1	2
CO3	2	-	1	1	2	1	2	3	1	2	2	-	1
CO4	1	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	2	1	2	3	2	-	1	2	1	2	3	2
Average	1.4	1.7	1.4	1.5	1.8	1.8	1.7	2	1.6	1.8	2	2	1.8

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- III

Course Code: 1301308

Semester: 3rd

Credits:-5

Semester-III

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

L T P

5 0 0

CO	Statement
CO1	ਕਥਾ ਲੋਕ ਕਹਾਣੀ ਸੰਗ੍ਰਿਹ ਦੁਆਰਾ ਕਹਾਣੀਆਂ ਦੇ ਵਿਸ਼ਲੇਸ਼ਣ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।
CO2	ਕਿੱਸਾ ਕਾਵਿਤੇ ਬੀਰ ਕਾਵਿ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰ ਲੈਣਗੇ।
CO3	ਸਾਹਿਤ ਦੇ ਰੂਪ ਕਿੱਸਾ, ਕਾਫੀ, ਜੰਗਨਾਮਾ ਤੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਲੈਣਗੇ।
CO4	ਕਿੱਸਾ ਕਾਵਿ ਅਤੇ ਬੀਰ ਕਾਵਿ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਸਨੂੰ ਆਧੁਨਿਕ ਪਰਿਪੇਖ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO5	ਕਥਾ ਲੋਕ ਕਹਾਣੀ ਸੰਗ੍ਰਿਹ ਤੋਂ ਕਹਾਣੀਕਾਰਾਂ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

Course content

ਭਾਗ-ੳ

1. ਕਥਾ ਲੋਕ (ਕਹਾਣੀ ਸੰਗ੍ਰਿਹ) ਸੰਪਾਦਤ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ।

ਭਾਗ-ਅ

2. ਕਿੱਸਾ ਕਾਵਿ (ਦਮੋਦਰ, ਪੀਲੂ, ਵਾਰਿਸ, ਹਾਸ਼ਮ, ਹਾਫਜ਼ਬਰਖੁਰਦਾਰ)।
3. ਬੀਰ ਕਾਵਿ (ਨਜ਼ਾਬਤ ਦੀ ਵਾਰ, ਚੰਡੀ ਦੀਵਾਰ)।

ਭਾਗ-ੳ

4. ਸਾਹਿਤ ਦੇ ਰੂਪ: (ਕਿੱਸਾ, ਕਾਫੀ, ਵਾਰ, ਜੰਗਨਾਮਾ ਅਤੇ ਸ਼ਲੋਕ)।

ਪੁਸਤਕ ਸੂਚੀ-

- ਡਾ. ਜਸਵਿੰਦਰਸਿੰਘ, ਕਥਾ ਲੋਕ (ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ), ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, ਮਿਤੀਰੀਏ
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਪੰਜਾਬੀ ਸਹਿਤ ਦਾਇਤਿਹਾਸ (ਭਾਗ- 2) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਡਾ. ਗੁਰਚਰਨ ਸਿੰਘ ਸੰਪਾਦਕ, 2008 ਮੱਧ ਕਾਲੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਸਹਿਤ ਦੇ ਰੂਪ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਹਰਭਜਨ ਸਿੰਘ (1999) ਪੁਰਾਤਨ ਕਾਲ ਤੋਂ ਅਜੋਕੇ ਸਮੇਂ ਤੱਕ, ਧਨਪਤ ਰਾਏ ਐਂਡ ਸੰਨਜ਼, ਜਲੰਧਰ ਦਿੱਲੀ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	2	1	2	-
CO2	1	2	1	-	1	2	1	-	2	2	2	1	2
CO3	2	3	2	1	3	1	2	3	1	2	2	-	3
CO4	-	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	1	1	2	1	3	3	2
Average	1.5	1.8	1.4	1.5	2.0	2.0	1.6	2.3	1.6	1.6	2.0	2.0	2.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-III

Course Code: 1301309

Semester: 3rd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	हिन्दी साहित्य के इतिहास की जानकारी प्राप्त कर सकेंगे
CO2	भक्ति काल के कवियों के जीवन परिचय और उनकी रचनाओं का समीक्षत्मक अवलोकन कर सकेंगे।
CO3	ऊषा प्रियवंदा द्वारा रचित 'पच्चपन खंभे लाल दीवारें' में प्रयुक्त
CO4	जयशंकर प्रसाद द्वारा रचित 'प्रतिनिधि कहानियाँ' {प्रथम पाँच कहानियाँ} से परिचित हो जाएंगे
CO5	रीतिकालीन कवियों के जीवन परिचय और उनकी रचनाओं का समीक्षत्मक अध्ययन एवं विश्लेषण कर सकेंगे।

भाग-क

1. रीति सौरभ {संपादक} डा0 रामसजन पाण्डेय, पंजाबी विश्वविद्यालय द्वारा प्रकाशित ।



{केवल चार कवि:- बिहारी, भूषण, रसखान, गुरु गोबिन्द सिंह जी}

भाग-ख

2. हिन्दी साहित्य का इतिहास {केवल रीतिकाल :- नामकरण, परिस्थितियाँ एवं प्रवृत्तियाँ}

3. भक्तिकाल-चारों धाराएँ- विशेषताएं ,

प्रमुख कवि: कबीर, जायसी, सूरदास, तुलसीदास साहित्यिक परिचय तथा काव्यगत विशेषताएं

भाग-ग

4. ऊषा प्रियवंदा द्वारा रचित 'पच्चपन खंभे लाल दीवारें', राजपाल प्रकाशन, दिल्ली।

भाग-घ

5. 'प्रतिनिधि कहानियों ' जयशंकर प्रसाद {प्रथम पाँच कहानियाँ} राजपाल प्रकाशन, दिल्ली।

सहायक पुस्तकें:-

1. हिन्दी साहित्य का इतिहास- प्रो.टी.मोहन सिंह।
2. हिन्दी साहित्य का संक्षिप्त इतिहास- डाऽ विधासागर दयाल।
3. हिन्दी साहित्य-युग और प्रवृत्तियाँ- शिव कुमार शर्मा।
4. हिन्दी साहित्य का विकास- डा. वासुदेव शर्मा

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	-	1	1	2	2
CO2	1	2	-	1	1	2	1	1	2	2	2	1	-
CO3	2	1	1	1	2	-	2	1	1	2	2	1	2
CO4	-	1	2	1	1	1	2	2	2	1	2	2	2
CO5	1	1	2	2	3	1	1	1	2	1	3	1	3
Average	1.5	1.2	1.5	1.4	1.6	1.8	1.6	1.4	1.8	1.4	2.0	1.4	2.3

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: History of Punjab-III

Course Code: 1301310

Semester: 3rd

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	Develop the knowledge about the society and culture of turko- Afghan crule and greatmughals.
CO2	Apply the Guru Nanak's teaching concept of language and sangat concept.
CO3	Relate the bhakti movement and Sufism and Sikhism history.
CO4	Analyze the contribution of Guru's participation in the Sikhism history and new policy.
CO5	Understand the foundation of Khalsa and their important historical places also



Course content

Section A

- 1 Society and Culture in Punjab during the Turko-Afghanrule
- 2 The Punjab under the GreatMughals
- 3 Guru Nanak: His teaching concept of Language andSangat.

Section B

- 4 Salient features of te Bhaktimovement
- 5 Main features of Sufism inPunjab.
- 6 Development of Skhism (539-1581) contribution of Guru Angad Dev, Guru Amar Das and Guru Ram Das for the development ofShikhism.

Section C

7. Transformation of Sikhism : Compilation of Adi-Granth martyrdom of Guru Arjun Dev
8. Guru Hrgobind’s NewPolicy.
9. Martyrdom of Guru TeghBhadur.

Section D

10. Foundation of theKhalsa
11. Post Khalsa activities of Guru GobindSingh.
12. MAP: Important Historical places Delhi, Lahore, Sarhind, Multan,Kartarpur, Kiratpur,

SUGGESTED READINGS:

- Singh, K. (1990).*History and culture of the Punjab, part II Medieval Period.* Publication bureau, Punjabi University Patiala (3rdEd.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer typequestion.)
- Singh, F.(Ed) (1972.) *History of the Punjab, Vol, iii* Punjabi university patina
- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India orient* Longman, Hyderabad,
- Singh K (1991).*A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi,1991

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	2	2	1	1	-	2	1
CO2	1	2	1	1	1	2	1	-	2	2	2	1	2
CO3	2	1	1	-	2	1	2	3	1	2	2	1	2
CO4	-	1	2	1	2	1	2	3	2	2	2	2	1
CO5	1	2	2	2	3	2	1	1	2	1	3	-	2
Average	1.5	1.4	1.4	1.5	2	1.8	1.6	2.	1.6	1.6	2.2	1.5	1.6



The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History-III

Course Code: 1301311

Semester: 3rd

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Evaluate the the concept of decline the Mughal Empire.
CO2	Identify and draw out the important centres of the revolt of 1857
CO3	Criticallyexamine the plassy and buxer battles
CO4	Understand the social and administrative reforms of British rule
CO5	Appraise the role of Mahatma Gandhi in the development of non violence movement andSatyagraha campaigns.

Course content

SectionA

1. Cause of the downfall of MughalEmpire.
2. Battles of Plassy and Buxer. Administrative and Social reforms of Cornwallis, Bentinck andDalhousie.

SectionB

1. The uprising of 1857: Causes, results and causes of itsfailure.
2. Social-Culture Movements, Brahma Samaj, Arya Samaj, Singh SabhaMovement.

SectionC

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

SectionD

1. Emergence of Gandhi: SatyagrahaCampaigns.
2. Maps:
 - a) British India in 1805 A.D. b) British India in 1818 A.D.
 - c) Important Centres of the Revolt of 1857.

SUGGESTED READINGS:

- Roberts,P.E. *History of British India*, PP. 129-190, 200-232,300-309, 359-396, 582-657.
- Prashad,I. &Subedar, S.K.A *History of Modern India*, PP. 64-165, 206-274, 402- 479.
- Speer,P. *History of ModernIndia*.
- Smith,V.A.*The Oxford History of India*, PP. 465-590, 654-672, 705-739, 790-838.
- Prashad,B. *Bondage andFreedom*



- Majumdar, R.C. *British Paramountcy and Indian Renaissance*, PP. 1-92, Others(eds) 406-432, 467-554, 603 (Bhartiya Vidya Bhawan Publications)
- Majumdar, R.C. and Others (Ed.). *Struggle for Freedom*, PP. 17-34, 454-526, 634-679, 721-782
- Majumdar R.C. and Others (eds.) *An Advanced History of India*
- Thompson and Garret *Rise and Fulfilment of British Rule in India*
- Sikri, S.L. *Constitutional History of India* (English, Punjabi & Hindi)
- Aggarwal, R.C. *Constitutional History of India* (English & Punjabi)
- Gupta, S.K. *The Scheduled Castes in Modern Indian Politics*
- S.K. Bajaj & Rekhi J.S. *History of India, 1818-1919* (Punjabi)
- Arora, A.C. *History of Modern India* (Punjabi & Hindi), PP. 1-346
- Davies, C.C. *Historical Atlas of the Indian Peninsula*
- Arora, A.C. *Atl. as of Modern Indian History*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	-	2	2	2	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	-	1
CO3	2	1	1	1	2	-	2	3	1	-	2	1	2
CO4	1	1	2	1	1	1	2	3	2	2	2	2	1
CO5	-	2	1	2	3	2	1	-	2	1	3	3	3
Average	1.5	1.5	1.4	1.4	1.8	2	1.6	2.2	1.6	1.5	2	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Mathematics -III

Course Code: 1301312

Semester: 3rd

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	Understand the concepts of completeness, continuity and discontinuity of metric spaces
CO2	Distinguish between continuous functions and uniform continuous functions
CO3	Explain subsequences and upper and lower limits of a sequence
CO4	Utilise the introduction of Taylor and Euler theorem.
CO5	Prove theorems on different test of convergence and divergence of a series of positive terms
CO6	Develops their analytical skill which helps them in identifying solution procedure of many practical situations that may arise in calculation of increment of value in curve etc and hence enhance to employability.



Course contents

Section A

Limit and Continuity of Functions of several variables. Differentiability of real-valued functions of two variables. Partial differentiation, Jacobians and their properties, Schwarz's & Young's theorems. Euler's theorem on homogenous functions. Taylor's theorem for functions two variables and error estimation. Maxima and Minima, Lagrange's multiplier method

Section B

Scalar and vector fields, differentiation of vectors, velocity and acceleration. Vector differential operators: Del, Gradient, Divergence and Curl, their physical interpretations. Formulae involving Del applied to point functions and their products. Line, surface and volume integrals, Greens Theorem in the Plane Parameterized Surface, Stokes Theorem and the Divergence Theorem. Applications of Green's, Stoke's and Divergence theorem.

Section C

Linear Programming Problem: Convex Set, Extreme points of a convex set, Convex combination, Convex hull, Convex polyhedron, Fundamental theorem of linear programming, Definition, Formulation of linear programming of problems (LPP), Graphical solution of linear programming problems, General formulation of LP problems, Standard form and matrix form of LP problems.

Simplex Method: Introduction, Definitions and notations, Simple way for simplex computations.

Section D

Artificial variables, Two-phase method, Alternative method of two-phase simplex method, Big-M method, Degeneracy in LPP and method to resolve degeneracy, Alternative solutions, Unbounded solutions, Non-existing feasible solutions, Solution of simultaneous equations by Simplex method.

Duality in Linear Programming and Dual Simplex Method: Introduction, Definition of Dual Problems, General rules for converting any primal into its Dual, Relation between the solution of Primal and Dual problem, Initial solution for Dual Simplex Method, Dual Simplex Method.

SUGGESTED READINGS:

- G.B. Thomas and R.L. Finney, (2005). *Calculus*, 9th Ed., Pearson Education, Delhi,
- M.J. Strauss, G.L. Bradley and K. J. Smith, (2007). *Calculus*, 3rd Ed., Dorling Kindersley (India) P. Ltd. (Pearson Education), Delhi,.
- H. Anton, I. Bivens and S. Davis, (2002). *Calculus*, 7th Ed., John Wiley and Sons (Asia) P. Ltd., Singapore,
- R. Courant and F. John, (1989). *Introduction to Calculus and Analysis (Volumes I & II)*, Springer-Verlag, New York, Inc.,
- Khalil Ahmad: (1989). *Text Book of Differential Equations*, World Education Publishers



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	2	2	1	1	-	2	1
CO2	1	2	1	1	1	2	1	-	2	2	2	1	2
CO3	2	1	1	-	2	1	2	3	1	2	2	1	2
CO4	-	1	2	1	2	1	2	3	2	2	2	2	1
CO5	1	2	2	2	3	2	1	1	2	1	3	-	2
Average	1.5	1.4	1.4	1.5	2	1.8	1.6	2.	1.6	1.6	2.2	1.5	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Political Science-III

Course Code: 1301313

Semester: 3rd

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Develop understanding about administrative policies of the British Government
CO2	Identify demerits of the British Governor General.
CO3	Assess the constitutional arrangements and processes in India
CO4	Summarize the evolution of constitution of India from pre independence to post Independence period and generate new outlines in changing Scenerio of Democracy.
CO5	Compare state and national human right commission
CO6	Analyze the theoretical explanations of colonialism and nationalism in India

Course content

Section A

1. Government of India Act 1919: Main features with special emphasis on Dyarchy.
2. Government of India Act, 1935: Main Features, All India Federation and Provincial Autonomy

Section B

1. Basic features of India's Constitution
2. Preamble and its importance
3. Centre-States relations

Section C

1. Human Rights and National Human Rights Commission.
2. Fundamental Rights



3. Fundamental Duties

Section D

1. President : Election, Powers, Position and Changing Role
2. Parliament : Composition, Powers and Role

SUGGESTED READINGS:

- Austin, G.(1966). *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press,
- Austin,G. (2000). *Working of a Democratic Constitution: The India Experience*, Delhi, Oxford University Press
- Basu, D.D. (1994), *An Introduction to the Constitution of India*, New Delhi, Prentice Hall,
- Bhambari, C.P. (1997). *The Indian State fifty years*, New Delhi, Sipra, 1997
- Brass, P. (2003), *Politics of India since Independence*, Cambridge , University Press,
- Brass, P. (1995), *Ethnic Groups and the State*, London, Croom Helm,
- Brass, P. (1974), *Language, Religion and Politics in North India*, London, Cambridge University Press,
- Fadia, B.L. (1984), *State Politics in India, Vol. II*, New Delhi, Radint, Publisher.
- Frankel, F.R. (1978), *Indian Political Economy 1947-1977, The Gradual Revolution*, Oxford, Oxford University Press,
- Kothari, R.(1988), *State against Democracy: In Search of Human Governance*, Delhi, Ajantha
- Kothari, R.(1970), *Politics in India*, New Delhi, Orient Longman,
- Kothari, R. (1967), *Party System and Election Studies*, Bombay, Asia, Publishing House,
- Iqbal Narain (ed), *State Politics in India*, Meerut, Meenakshi Parkashan, 1967.
- Nanda, S.S. *Indian Government and Politics*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	1	2	2
CO2	-	2	1	1	1	2	1	-	2	2	2	2	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	1	1	2	1	3	-	3
CO6	2	1	2	1	1	2	2	1	2	2	2	2	-
Average	1.5	1.2	1.3	1.3	1.8	1.5	1.7	1.8	1.7	1.7	2.0	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: System Analysis & Design

Course Code: 300304

Semester: 3rd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Define and explain the system concept & its types.
CO2	Elaborate the system development life cycle including its need and various steps.
CO3	Discuss and follow the process of system design & its stages.
CO4	Understand the process of system implementation & testing.
CO5	Develop understanding on system design

Course content

- System Concepts:** Definition, characteristics, elements & types of system.
- System development life cycle:** Recognition of need: Feasibility study, system analysis, introduction, information collection, interviews, questionnaires, observation, record searching and document analysis, analysis tools, data flow diagram, data dictionary, decision tree, structured English and decision table.
- System Design:** The process and stages of systems design, input/output and file design; System Implementation: System implementation, system testing, implementation process and implementation Methods, system maintenance.

SUGGESTED READINGS:

- Elias N.A. System analysis and design (Galgotia)
- James A. Analysis and design of information system (Tata McGraw)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	1
CO3	1	1	2	1	1	1	2	3	2	1	2	2	2
CO4	1	1	1	2	3	1	1	1	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.4	1.2	1.4	1.2	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Economics-III

Course Code: 1301314

Semester: 3rd

Credits:-5

L T P

5 0 0

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

CO	Statement
CO1	Explain the differences between classical/ Keynesian approach to understand the Macro economics.
CO2	Measures living standards, Inflection and unemployment for use of economic indicators.
CO3	Understand the determinants of long-term economic growth including the role of saving and investment.
CO4	Develop the understanding of the course and consequence of business cycles in coming time.
CO5	Describe the role of Fiscal and monetary policy in fighting recession and inflation.

Course content

Section A

Distinction between Micro and Macro Economics, Determination of income and Employment: Classical and Keynesian Models, Say's law of Market.

Section B

Consumption and Investment Functions: Average and Marginal Propensity to consume, Multiplier: Static and dynamic Multiplier. Investment: Types, Factors affecting investment decisions.

Section C

Classical Theory of Money and Interest: Liquidity Preference. Money: its functions and role, Money Market and Capital Market.

Section D

Trade Cycle: Meaning and phases, Theories of Trade Cycle, Monetary and Fiscal Policies

SUGGESTED READINGS:

- Dernburg, T. F. and McDougall, D. M. 1968. *Macro Economics*, New York: McGraw-Hill Book, New York, (full book).
- Sharma, O.P. *Macro Economics* (Punjabi Medium), Punjabi University, Patiala.
- Vaish, M.C. *Macro Economic Theory*, Oxford University Press.
- Harvey J and Johnson M. *Introduction to Macro Economics*, Mc Millan, London.

SUPPLEMENTARY READINGS:

1. Ackley, G. (1985): *Macro Economic Theory*, Macmillan, New York, (Fullbook).



2. Baird C.W. (1977). *Elements of Macro Economics*, West Publishing Company,.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	-	1	1	1	2	1	3	2	2	2	2	2
CO2	2	1	1	1-	2	1	2	3	-	2	2	3	1
CO3	1	3	2	1	3	1	2	3	2	2	2	-	2
CO4	2	1	-	2	3	1	1	1	2	1	3	2	-
CO5	2	1	2	1	1	2	2	2	2	2	2	2	2
Average	1.6	1.5	1.5	1.3	2.0	1.4	1.6	2.4	2.0	1.8	2.2	2.3	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Sociology-III

Course Code: 1301315

Semester: 3rd

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Identify the facts and forms of social stratification.
CO2	Understand the different perspectives about social stratification.
CO3	Examine the caste & class system in society.
CO4	Interpret the functions and types of marriage & family.
CO5	Define the functions of Rural, Urban & tribal social organization.

Course content

Section A

1. Social Stratification: Bases and Forms.
2. Theories of Social Stratification: (Karl Marx, Davis)

Section-B

1. Caste in India: Definition, features and changing patterns.
2. Class in India: Definition and bases, caste and class and its difference.

Section-C

1. Marriage and Family in India: Functions, Types and Changing patterns.

Section-D

1. Features of Societal Organization in India: Tribal, Rural and Urban.



SUGGESTED READINGS:

- Bhatnagar,G.S.& Rehal,B.S.(1997). *Bharati Samaj*,. Punjabi University. Patiala.
- Desai,A.R.(1990). *Roral Sociology in India Bombay*: Popular Prakashan
- Kapadia, K.M. (1972). *Marriage and Family in India*, London: Oxford University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	-	1	2	2	2	1	2
CO2	1	1	1	1	2	1	2	3	1	2	-	1	2
CO3	1	-	2	1	1	1	2	3	2	1	2	2	1
CO4	-	3	3	2	3	1	1	-	2	1	1	2	2
CO5	2	1	2	1	1	2	2	1	2	2	2	-	2
Average	1.3	1.8	1.8	1.4	1.6	1.4	1.8	2.0	1.8	1.6	1.8	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Assessment for Learning

Course Code: 402202

Semester: 4th

Credits:-3

L T P

3 0 0

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

CO	Statement
CO1	Understand the nature of assessment and its role in teaching learning process.
CO2	Critically analyze the role of assessment at different domains of testing.
CO3	Develop the skill of construction of testing tools.
CO4	Manage and implement assessment data.
CO5	Examine different trends and issues in assessment.

Course content

Section A

1. Meaning of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their inter relationships
2. Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties
3. Principles and Types of evaluation
4. Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective based tests.

Section B



1. Steps of Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
2. Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
3. Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Section C

1. Scoring procedure - manual and electronic, development of Rubrics
2. 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
3. Place of marks, grades and qualitative descriptions
4. Role of Feedback in Improving learning and learners' development.

Section D

1. Existing Practices: Semester system, CCE, Grading and Choice Based Credit System
2. Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity, Non-
3. Detention Policy, the menace of coaching
4. Policy Perspectives on Assessment: NCF (2009), RTE(2009)
5. Emerging Practices in Assessment: Standard Based Assessment, Online, Computer
6. Based and Open Book Examinations.

SESSIONAL WORK

7. Construction of an Achievement Test on One Topic.
8. Compilation of result of one class at school level.
9. Analysis of Continuous comprehensive Evaluation scheme at school level

Suggested readings

- Aggarwal, R.N. & Vipin, A. (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, B. (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 Feber 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, T. & Borich, G. (1993). Educational Testing and Measurement. Harper Collins college publishers.
- Ronald Jay Cohen, Mark, E. Swerdlik & 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. Lall Book Depot, Meerut.
- Thorndike R. L. & 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.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	2	1	2	2	1	-	2	1	1
CO2	-	1	2	1	2	1	1	1	1	1	2	-	2
CO3	2	2	-	2	1	2	-	2	2	2	2	1	1
CO4	2	1	2	1	2	1	2	2	1	2	1	2	2
CO5	1	2	1	2	-	2	1	1	2	2	2	2	1
Average	1.5	1.6	1.7	1.6	1.7	1.4	1.5	1.6	1.4	1.7	1.8	1.5	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: School Management

Course Code: 402204

Semester: 4th

Credits:-2

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be to:

CO	Statement
CO1	Understand the concept and operational aspects of school management.
CO2	Enlist the physical resources of the school and their maintenance.
CO3	Understand the importance of social life in school and the role of administrators and the teachers.
CO4	Develop practical skills in organizing school programs and activities.
CO5	Make use of the managerial skills for employability

Course content

Section A

1. School as an organization: Meaning, objectives, need, scope, types and principles



- of school organization, administration and management.
2. School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
 3. Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan

Section B

1. Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
2. School Time Table: Importance, types and principles of time table construction.

Section C

1. Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline
2. Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block District, State level).

Section D

1. School Records and Registers: Importance, types and essential requirements and maintenance of school records.
2. Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities - Morning Assembly, NSS/NCC, Field trips.

PRACTICAL WORK

- (a) Construction of Time Table of a school,
- (b) observation of school Registers
- (c) Case study
- (d) Sociometry
- (e) Survey on Students' Satisfaction

SUGGESTED READINGS:

- Bhatia, K.K. & Singh, Jaswant. (2002). *Principles & Practice of School Management*. Ludhiana: Tan don Publication.
- Bhatnagar, R.P. & Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.
- 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, A. (2002). *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	1	2	1	2	2	2	2	2	1	2
CO2	1	1	2	1	2	2	1	2	2	2	2	2	1
CO3	2	2	1	2	2	2	2	1	2	2	1	2	2
CO4	2	2	2	1	2	2	2	2	2	2	2	2	1
CO5	2	2	2	2	1	2	2	1	2	1	2	2	2
Average	1.8	1.8	1.8	1.4	1.8	1.8	1.8	1.6	2	1.8	1.8	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ- IV

Course Code: 1301401

Semester: 4th

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	ਬੱਤਖ ਦੇ ਪਰਾਂ ਜਿਹੇ ਸਫੈਦ ਦਿਨ ਨਾਵਲੈਟ ਪੜ੍ਹਕੇ ਪਾਤਰਾਂ ਦੇ ਜੀਵਨ ਬਾਰੇ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਮਹੱਤਤਾ ਤੋਂ ਜਾਣੂ ਹੋ ਜਾਣਗੇ।
CO3	ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਿਤ ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਕੰਪਿਊਟਰ ਦੀ ਵਰਤੋਂ ਕਰਨੀ ਸਿੱਖਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO4	ਪੈਰ੍ਹੇ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣ ਦੀ ਜਾਂਚ ਪ੍ਰਾਪਤ ਕਰਨਗੇ ਅਤੇ ਸ਼ਬਦਾਵਲੀ ਦੀ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਨਾਵਲ ਦੇ ਪ੍ਰਮੁੱਖ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course content

ਭਾਗ-ੳ

- ਪਰਗਟ ਸਿੰਘ ਸਿੱਧੂ: ਬੱਤਖ ਦੇ ਪਰਾਂ ਜਿਹੇ ਸਫੈਦ ਦਿਨ(ਨਾਵਲੈਟ)।
 - ਇਸ ਭਾਗ ਵਿੱਚ ਪੁਸਤਕ ਵਿੱਚੋਂ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਸਾਰ ਅਤੇ ਵਿਸ਼ਾ ਵਸਤੂ ਨਾਲ ਸਬੰਧਿਤ ਹੋਵੇਗਾ ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
 - ਦੂਸਰੇ ਹਿੱਸੇ ਵਿੱਚ ਕੋਈ ਤਿੰਨ ਪਾਤਰ ਦੇ ਕੇ ਦੇ ਦੀ ਉਸਾਰੀ ਕਰਨ ਨੂੰ ਕਿਹਾ ਜਾਵੇਗਾ ਇਸ ਦੇ 5+5=10 ਅੰਕ ਹੋਣਗੇ।

20 ਅੰਕ

ਭਾਗ-ਅ

- ਪੈਰ੍ਹਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣੇ।
- ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਿਤ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ।
- ਕੰਪਿਊਟਰ, ਇੰਟਰਨੈੱਟ, ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਿਤ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਮਹੱਤਤਾ ਬਾਰੇ ਲੇਖਲਿਖਣਾ।

5 ਅੰਕ

5 ਅੰਕ

10 ਅੰਕ

ਭਾਗ-ੳ

੧. ਪੰਜਾਬੀਯੁਨੀਵਿਉਂਤ। 5 ਅੰਕ
੨. ਸੁਰ ਤੇ ਵਾਕਸੁਰਪ੍ਰਬੰਧ। 5 ਅੰਕ

ਪੁਸਤਕ ਸੂਚੀ:

1. ਪਰਗਟ ਸਿੰਘ ਸਿੱਧੂ, 2016 ਬੱਤਖ ਦੇ ਪਰਾਂ ਜਿਹੇ ਸਫੈਦ ਦਿਨ (ਨਾਵਲੈਟ) ਸੰਗਮ ਪਬਲੀਕੇਸ਼ਨ, ਸਮਾਣਾ।
2. ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), 1992 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
3. ਜੈਤੇਗ ਸਿੰਘ, 2011, ਕੰਪਿਊਟਰ ਸੰਰਚਨਾ ਅਤੇ ਵਿਵਹਾਰਕ ਵਰਤੋ, ਮਦਾਨ ਬੁੱਕ ਹਾਊਸ, ਪਟਿਆਲਾ
4. ਨਾਵਲ ਦੀ ਵਿਧਾ, 2013 ਜੋਗਿੰਦਰ ਸਿੰਘ ਨਹਿਰੂ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਰੜ੍ਹ
5. ਡਾਂ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, 2007, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਕੋਸ਼, ਪਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	3	3	2	3	2	2
CO2	1	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	3	1	2	2	-	2
CO4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	1	2	1
Average	1.3	1.8	2.0	1.3	2.0	1.8	1.5	2.0	1.8	1.5	1.8	1.7	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-IV

Course Code: 1301402

Semester: 4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Elaborate the prescribed text “Oliver twist” by Charles Dickens
CO2	Demonstrate and understand more complex grammatical structures
CO3	Write essay, paragraph and compared unseen passages Proficiently
CO4	Develop sufficient vocabulary through synonyms
CO5	Use abbreviations which are used as standards

Course content

Section A

- a. Oliver Twist by Charles Dickens

Section B

- a. Texts Prescribed for Grammar
b. Oxford Practice Grammar by John Eastwood (Exercises 118 to 153)

Section C

Writing Skills

- a. Essay Writing
b. Paragraph Writing
c. Comprehension of Unseen Passage

Section D

Vocabulary:

- d. Synonyms
e. Abbreviations.

SUGGESTED READINGS:

- Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.
- Best, W. D. (1963). *The Students' Companion*. Longman.
- Fitriani, R. (2017). *An Analysis Of Moral Values In Novel " Oliver Twist" By Charles Dickens* (Doctoral dissertation, Universitas Pasir Pengaraian).
- Polanski, R., Kingsley, B., Foreman, J., Clark, B., Dickens, C., Harwood, R., & Edelman, P. (2005). *Oliver Twist*. Roadshow Entertainment.
- Boll, E. (1940). Charles Dickens in Oliver Twist. *Psychoanalytic Review*, 27(2), 133-143.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	-	2	3	3	1	2	2	1
CO2	1	2	3	-	1	2	1	1	2	-	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	-	1
CO4	-	1	2	1	1	2	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	-	1	2	1	3	3	-
Average	1.2	1.4	1.6	1.5	1.6	1.7	1.7	2.2	2	1.2	2.2	2	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Physical Education –IV

Course Code: 1301403

Semester: 4th

Credits:-3

**L TP
3 0 0**

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

CO	Statement
CO1	Describe the respiratory and excretory system.
CO2	Discuss the communicable disease
CO3	Demonstrate effect of yoga on body
CO4	Elaborate Sudhi Kirya, Relaxation, Yoga as Sans
CO5	Analyze the right postures and Asana of yoga and meditation

Course content

- Digestive system:** - Structure and function of different organs of digestive system and mechanism of digestion.
- Respiratory system:** Structure and function of different organs of Respiratory system, mechanism of respiration (Internal & External).
- Excretory System:** Structure and function of kidney and skin.
- Endocrine System:** - Structure, Function and location of Pituitary, Thyroid and Adrenal glands.
- Communicable Diseases:** - Classification, mode of transmission, presentation and control of malaria tuberculosis, hepatitis A, B, tetanus, Typhoid, rabies and Aids.
- Yoga:** - Meaning, aim, importance and types of yoga.
- Asanas:** - Importance, practicing meditative pose-padma, vagra, such asana Culture poses:- halasanas, sarvangasana, bhujayasana, salbhasana, dhanurasanas and chakarasana.
- Effect of yoga on body:**-Effect of yoga on different system of body.
- Pranayam:** - Meaning, objective, importance physiological value and types.
- Sudhi Kirya:** - Meaning, Objective, Physiological values and types.
- Conditioning:** - Meaning, objective, importance and principal.
- Relaxation:** - Meaning, importance and techniques of relaxation progressive muscle relaxation, breathing exercise, yoga nidra and transcendental meditation.

SUGGESTED READINGS:

- Kang G. S. & Deol N. S. (2008). *An introduction to Health and Physical Education* 21st century Patiala.
- Singh, A. & Gill, J.S. (2004). *Essential of Physical education and Olympic movement* Kalyani Publishers, Ludhiana..
- Yoga Hygiene. (1980). simplified by the Yoga institute, Santa Cruz, Bombay, shri Yogendra.
- Swami Siranander. *The Science of Paranayama*, 1978, published by the Divine life



society P. O. Shivananda Nagar. Distt. Tehri Garhwal. U. P. HimalayasInd.

- Dhama,K.(1975).*Facts about* by Shri Yogendra,1975, Kuvalaya, LonavalaBombay.
- Olsen,B. & Willgoose. (1976). *The Foundation of Health*, Prentice Hall inc. Englewood fliffs, NewJersey.
- Kang, G. S. *Anatomy, Physilogy & Health Education*, Published by Publication Bureau, Punjabi University, Patiala.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	-	3	2	3	3	1	2	2	-
CO2	1	2	3	1	1	2	1	-	2	2	2	1	2
CO3	2	2	1	-	2	2	2	3	1	2	2	-	1
CO4	1	1	2	1	1	2	2	3	2	-	2	2	2
CO5	1	-	1	2	3	1	1	1	2	1	3	3	2
Average	1.3	1.7	1.8	1.3	1.8	1.8	1.5	2.3	1.8	1.7	2.3	2.0	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education – IV (Practical)

Course Code: 1301404

Semester: 4th

Credits:-2

**L T P
0 0 4**

Course Outcomes: On successful completion of this course, the students will be able to:

CO	Statement
CO1	Master skill of serving, kill or attack, block, floor defense, setting and forearm pass to play volleyball
CO2	Measure the field and prepare of thefield
CO3	Arrange equipments and Materials for the game/event
CO4	Get knowledge of scoresheet.
CO5	Lean rules and regulations of the games/events

Course content

RelayandHurdle 8M (Any OneRace)
 PoleVault 8M (Any OneRace)
 HummerThrow 8M (Any OneRace)
 Judo, BallBadminton,Volleyball 16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

- Measurement of the field and preparation of thefield
- Equipments and Materials of the game/Event.
- Fundamental skill and lead upgame.



- Techniques.
- Rules and Regulations of the game/Event.
- Officiating:
 - Duties of officials
 - Knowledge of scoresheet
 - Signals of officiating
 - Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	2	3	3	-	2	2	1
CO2	1	2	3	-	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	-	1
CO4	1	-	2	1	2	2	2	3	2	2	2	2	2
CO5	1	1	1	2	3	2	-	1	2	1	3	3	2
Average	1.4	1.8	1.8	1.5	2.0	2.2	1.8	2.2	2.0	1.8	2.2	2.0	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-IV

Course Code: 1301405

Semester: 4th

Credits:-3

**L T P
3 0 0**

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

CO	Statement
CO1	Explain the ragas, simple alaps and tanas.
CO2	Learn notation of the malkons, bairvi, and bhageshwri ragas.
CO3	Elaborate the Tilwara Taal and Char Taal.
CO4	Trace historical development of Indian music during 14 th to 17 th century.
CO5	Demonstrate the skills to play various musical instruments

Course content

Section A

1. Historical development of Indian music during 14th to 17th century with special reference to Akbar period.
2. Contributions and life sketches of following Musicians:
 - a) Bade Gulam ALI Khan
 - b) Pt. Bhim Sain Joshi

Section B

1. Detailed knowledge of Dhrupad & Dhammar styles of singing.
2. Varieties of Tans.
3. Description & notations of the following ragas & talas:
 - a) Malkauns b) Bhageshwari c) Bhairavi

Section C

1. Taalas: Char taal, Tilwara
2. Importance of Laya & talas in music.
3. Definitions of music.

Section D

1. Historical development of Indian music 1st to 17th century.
 - a) Matang b) Sharangdev
2. Origin & development of the Thumri gayanshailee.

SUGGESTED READINGS:

- Kaur, D. *Sangeet Roop* Sangeetanjali Publications, Patiala
- Sharma, Y. *Sangeet Manual*. H.G Publications, Dehli
- Sharma, Y. *Gayan Kalan* Punjabi University, Patiala
- Yaspal & Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar* Karnal Publications

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	2	3	2	3	3	2	-	2	2
CO2	1	2	3	-	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	1
CO4	-	1	2	2	2	2	2	3	2	2	2	2	1
CO5	1	2	1	2	3	2	-	1	2	1	3	3	2
Average	1.3	1.6	1.6	1.8	2.0	2.2	1.8	2.2	2.0	1.8	2.3	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Music (Vocal)-IV (Practical)

Course Code: 1301406

Semester: 4th

Credits:-2

**L T P
0 0 4**

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

CO	Statement
CO1	Perform one Drut Khayal in each of the following ragas with Alaps & Tanas. Kedar, Bhimplasi & Bihag.
CO2	Sing one Lakshan
CO3	Develop skill to sing national anthem with harmonium.
CO4	Play teen Tal on Tabla skillfully.
CO5	Demonstrate the skills to recite Jhap Taal, Deep-Chandi, showing Khalitali with handmotion in Ekgum, Dhugan Layakaries.
CO6	Sing one folk song of Punjab.

Course content

Performance

1. One Vilambit Khayal in any of the Ragas prescribed in the course with simple Alaps & Tanas.
2. One Drut khayal in each of the following Ragas with simple Alaps & Tanas: Malkauns, Bhageshwari, Bhairavi.
3. Ability to recite Char- Taal, Tilwara showing khali, tali with hand motion in Ekgun, Dhugan, Layikaries.
4. Ability to play Kehrva tala on table.
5. One folk song of Punjab.
6. One Shabad in nirdharit Ragas.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	-	1	2	2	2	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	-	1	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	1	-	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	1	1	2	-	3	3	2
CO6	2	2	3	1	2	1	1	-	1	1	2	2	1
Average	1.4	1.5	1.6	1.2	2	1.2	1.4	2	1.6	1.5	2.2	1.8	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: English Literature -IV

Course Code: 1301407

Semester: 4th

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Describe and discuss the literary masterpiece of William Shakespeare “As you like it”, its characters, plot and content.
CO2	Critically analyze Thackeray’s ‘vanity fair’.
CO3	Explain and discuss various works of Shelley.
CO4	Discuss William Shakespeare’s ‘king Lear’
CO5	Classify the elements of literary genres

Course content

Section A

William Shakespeare: *As You Like It*

Section B

Thackeray’s: *Vanity Fair*

Section C

Shelley: 'To Wordsworth'

'When the Lamp is shattered' 'Prometheus'

'Stanzas Written in Dejection' 'Songs to Men of England'

Section D

William Shakespeare: *King Lear*

SUGGESTED READINGS:

- Shakespeare, W. (2006). *As You Like It: Third Series* (Vol. 3). A&C Black.
- Shakespeare, W. (2006). *As you like it* (1599). Ed. Juliet Dusinberre. London: Arden.
- Shelly, P. B. (2000). *Ozymias of Egypt.* | *The Poems of Shelley: 1817-1819.* Ed. Kelvin Everest and Geoffrey Matthews.
- Jadwin, L. (1992). The seductiveness of female duplicity in *vanity fair*. *Studies in English Literature, 1500-1900*, 32(4), 663-687.
- Thackeray, W. M. (1848). *Vanity fair: a novel without a hero* (Vol. 1). Harper & Brothers.
- Mack, M. (2013). *King Lear in our time*. Routledge.
- Goldberg, S. L., Lewis, S. L., & Goldberg, S. L. (1974). *An Essay on King Lear*. Cambridge



University Press.

- Tate, N. (2014). *The History of King Lear* (pp. 72-102). Routledge.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	-	1	2	2
CO2	1	2	-	1	1	2	1	1	2	2	-	1	2
CO3	2	-	1	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	-	1	1	2	3	2	1	2	2	1
CO5	1	1	1	1	3	1	-	1	2	1	3	3	-
Average	1.4	1.2	1.2	1.2	1.6	1.6	1.7	2	1.6	1.5	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- IV

Course Code: 1301408

Semester: 4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ ਦਾ ਨਾਵਲ ਏਹੁ ਹਮਾਰਾ ਜੀਵਨਾ ਤੋਂ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਹਨਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਲਿਖਣ ਸੈਲੀ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਮੱਧਕਾਲੀ ਵਾਰਤਕ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO3	ਸਾਹਿਤ ਦੇ ਰੂਪ ਜੀਵਨੀ ਅਤੇ ਸਵੈ ਜੀਵਨੀ ਦੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਸਾਹਿਤ ਦੇ ਵੱਖਰੇ ਵੱਖਰੇ ਰੂਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਕੇ ਉਸਨੂੰ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਸਿੱਖ ਜਾਣਗੇ।
CO5	ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1850-1947) ਤੱਕ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course content

ਭਾਗ-ੳ

- ਏਹੁ ਹਮਾਰਾ ਜੀਵਨਾ (ਨਾਵਲ) ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ।

ਭਾਗ-ਅ

- ਮੱਧਕਾਲੀ ਵਾਰਤਕ ਦਾ ਇਤਿਹਾਸ (ਟੀਕੇ, ਗੋਸ਼ਟਾਂ, ਮਸਲੇ, ਪਰਮਾਰਥ, ਸੁਖਨ, ਸਾਰ, ਪਰਚੀਆਂ, ਰਹਿਤਨਾਮੇ, ਹੁਕਮਨਾਮੇ।

113 ਭਾਗ-ੲ

੧. ਸਾਹਿਤ ਦੇ ਰੂਪ (ਨਿਬੰਧ, ਸਫਰਨਾਮਾ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾ-ਚਿੱਤਰ, ਡਾਇਰੀ, ਚਿੱਠੀਆਂ)।

ਪੁਸਤਕ ਸੂਚੀ:

1. ਦਲੀਪ ਕੌਰਟਿਵਾਣਾ ਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾ (ਨਾਵਲ) , ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ ਮਿਤੀਹੀਣ
2. ਹਰਭਜਨ ਸਿੰਘ (1999) ਪੁਰਾਤਨ ਕਾਲ ਤੋ ਅਜੋਕੇ ਸਮੇ ਤੱਕ, ਧਨਪਤ ਰਾਏ ਐਡ ਸੰਨਜ਼, ਜਲੰਧਰ ਦਿੱਲੀ
3. ਡਾ. ਗੁਰਚਰਨ ਸਿੰਘ ਸੰਪਾਦਕ, 2008ਮੱਧ ਕਾਲੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ
4. ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਸਹਿਤ ਦੇ ਰੂਪ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ
5. ਪ੍ਰੋ. ਬ੍ਰਹਮ ਜਰਦੀਸ਼ ਸਿੰਘ, ਰਾਜਵੀਰ ਕੌਰ,(2013) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	2	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	3	2	1	3	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
Average	1.4	1.6	1.4	1.4	2	1.8	1.6	2	1.6	1.6	2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Hindi Literature-IV

Course Code: 1301409

Semester: 4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	साहित्यतिहास और काव्य के रूपों के विश्लेषण के बारे में जान सकेंगे
CO2	व्याकरण का दैनिक जीवन में प्रयोग कर सकेंगे
CO3	नाटक के रूपों और तत्त्वों की समीक्षा कर सकेंगे।
CO4	नाटककारों के जीवन व दृष्टिकोण का विश्लेषण
CO5	मानक भाषा हिन्दी तथा साहित्य की विधाओं का विधिवत् ज्ञान प्राप्त कर सकेंगे

Course Content

भाग – क

1. काव्य:—परिभाषा, स्वरूप, प्रयोजन
2. महाकाव्य :- परिभाषा एवं स्वरूप।
3. हिन्दी नाटक :-परिभाषा एवं तत्त्व। 4. हिन्दी कहानी :-परिभाषा एवं तत्त्व।

भाग – ख

5. तकनीकी शब्दावली, विराम चिन्ह, सन्धि

भाग –ग

6. भाषा – परिभाषा, प्रवृत्ति एवं अभिलक्षणा

भाग –घ

7. राष्ट्रभाषा हिन्दी :- बोली और लिपि।
8. हिन्दी संस्मरण:— उद्भव और विकास।
9. हिन्दी रेखाचित्र:— उद्भव और विकास।

सहायक पुस्तकें:—

- (क) भाषा विज्ञान :- भोलानाथ तिवारी (किताब महल, इलाहाबाद)
- (ख) सामान्य भाषा विज्ञान :- बाबूराम सक्सेना।



(ग) भाषा विज्ञान की भूमिका :- देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	2	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	3	3
Average	1.4	1.2	1.2	1.4	2	1.6	1.6	2	1.6	1.8	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History of Punjab-IV

Course Code: 1301410

Semester: 4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Classify the knowledge of Sikhs’ struggle in 1716-1765.
CO2	Examine the relationship of British Rule and Punjab at different level.
CO3	Explain in detail the political development and Anglo-Sikh wars.
CO4	Compare the women's position in the different sections of society.
CO5	Outline the knowledge and information about the historical places of different periods

Course content

Section A

1. Sikh Struggle for sovereignty from 1716-1765
2. Role of Dal Khalsa Rakhi, Gurmata and Misl.

Section B

1. Civil and military administration.
2. Relation with the British.

Section C



1. Political Developments 1839-1845.
2. Anglo Sikh Wars.

Section D

1. New development in literature art and architecture in the Punjab region.
2. Social life with special reference to the position of women fairs, festivals, folk music dance and games in the Punjab.
3. MAP Historical Places Lohgarh, Gujranwala, Amritsar, Multan, Mudki, Ludhiana

SUGGESTED READINGS:

- Singh, K.(1990). *History and culture of the Punjab, part II Medieval Period*. Publication bureau, Punjabi University Patiala (3rded.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer type question.)
- Singh, F. (Ed)(1972.) *History of the Punjab, Vol, iii* Punjabi university patina
- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India orient* Longman, Hyderabad,
- Singh K. (1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi, 1991
- Chopra, P.N., Puri B.N.(1974) *A social cultural & Economic History of India*, vol. and das, M.N.: II Mecomillan, Delhi,
- Yusuf, H. (1973). *Glimpses of Medieval Indian Culture* Asia publishing house, Bombay 1973(rep.)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	2	2	1	2	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	2	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	3	2
Average	1.4	1.2	1.2	1.4	2	1.6	1.6	2	1.6	1.8	2	1.8	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: History-IV

Course Code: 1301411

Semester: 4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Develop the knowledge and understanding about the sources of Sikh history
CO2	Explain the life and teachings of Guru Nanak dev ji
CO3	Discover the works of guru Angad dev ji to Guru Ram das jii
CO4	Identify the reasons of Martyrdom of Guru Arjun dev and guru Teg Buhadar ji
CO5	Outline the origin of Khalsa Panth
CO6	List the life Guru Gobind Singh and Banda Singh Buhadur

Course content

Section A

1. Main Sources of PunjabHistory.
2. Guru Nanak Dev: HisTeachings; Evaluation of Sikhism 1539-1606 (fromGuru
3. Angad to Guru Arjun Dev Ji)

Section B

4. Transformation of Sikhism from Guru Hargobind to GuruTegh-Bahadur.
5. Guru Gobind Singh: Creation of the Khalsa and itsSignificance.

Section C

6. Relations of Sikh Gurus with Mughals, 1605-1708.
7. Banda Bahadur and establishment of Independent rule of the Sikhs; causes of his ultimatefailure.

Section D

8. Sikh struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and AdinaBeg.
9. Maps:
 - a) Battle of Guru Gobind Singh.
 - b) Military exploits of BandaBahadur.
 - c) Important places connected with the Sikh Gurus in the Punjab.

SUGGESTED READINGS:

- Banerjee, I. B. *Evaluation of the Khalsa, Vol. I & II* (English &Punjabi)
- Narang, G.C. *Transformation of Sikhism*
- Grewal,J.S. *New Cabridge History of India; The Sikhs of thePunjab*
- Cunningham,J.D.A *History of the Sikhs(English)*



- Singh,J& Kapoor,P.S. *Punjab da Itihas (Punjabi)*
- Singh,B. *Pujab da Itihas (Punjabi)*, PP.34-506
- Arora,A.C.*Punjab d Itihas (Punjabi &Hindi)*
- Singh,G& GandhiS.S. *History of the Punjab (Punjabi &Hindi)*
- Singh,K*History of the Sikhs, Vol.I*
- Arora,A.C.*Atlas of the Punjab History (English, Punjabi &Hindi)*,PP 2-26
- Nanda, B.S.*Sikh Sampardaya(Punjabi)*
- Dhillon,D.S.*Sikhism: Origin and Development*
- Dhillon,D.S. and Bhullar,S.S. *The Battles of Guru Gobind Singh*
- Verma,D.K.*Guru Gobind Singh on Canvas of History(English)*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	1	1	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
CO6	2	1	1	1	2	1	2	2	1	2	2	2	2
Average	1.5	1.3	1.3	1.3	1.7	1.7	1.7	2.0	1.5	1.5	2.0	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Mathematics-IV

Course Code: 1301412

Semester: 4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Recall and define Groups ,Fields and their properties
CO2	Cite examples of vector spaces ,subspaces and lineartransformations
CO3	Determine the concepts of linear independence, linear dependence , basis and dimension of vector spaces
CO4	Correlate rank and nullity ,Linear transformation and matrix of a Linear transformation
CO5	Examine whether a given space is an inner product space and the orthonormality of sets
CO6	Develop the analytical skill which henceforth promotes to employability.

Course contents

Section A

- a. **Statics:** Basic notation, Newton Laws of motion, system of two forces, parallelogram law of forces, resultant of two collinear forces, resolution of forces, moment of a force, couple, theorem on moments of a couple, coplanar forces, resultant of three coplanar concurrent forces, theorem of resolved parts, resultant of two forces acting on a rigid body, Varignon's theorem, generalized theorem of moments.

Section B

- b. Equilibrium of two concurrent forces, equilibrium condition for any number of coplanar concurrent forces, Lami's theorem. $\lambda - \mu$ theorem, theorems of moments, resultant of a force and a couple. Equilibrium conditions for coplanar non-concurrent forces.
- c. **Friction:** Definition and nature of friction, laws of friction, equilibrium of a particle on a rough plane. Centre of gravity.

Section C

- d. **Dynamics:** Motion of a particle with constant acceleration, acceleration of falling bodies, motion under gravity, motion of a body projected vertically upward, motion of two particles connected by a string, motion along a smooth inclined plane, constrained motion along a smooth inclined plane. Variable acceleration: Simple harmonic motion, elastic string. Curvilinear in a plane, Definition of velocity and acceleration, Projectile, motion in a circle, motion under constraints, central force motion.

Section D

- e. Work, Power, conservative fields and potential energy, work done against gravity, potential energy of a gravitational field.
- f. Relative motion, relative displacement, velocity and acceleration, motion relative to a rotating frame of reference. Linear momentum, angular momentum, conservation of angular momentum, impulsive forces, principle of impulse and momentum, motion with respect to centre of mass of a system of particles, collisions of elastic bodies, loss of energy during impact. Free vibration, the simple pendulum, the conical pendulum. Central Orbit. Kepler's laws of motion.

SUGGESTED READINGS:

- Loney, S.L. (1947). *The elements of statics and dynamics*, 5th edition, Cambridge University Press.
- Blanchard, F., Maass, A., & Nogueira, A. (Eds.). (2000). *Topics in symbolic dynamics and applications* (Vol. 279). Cambridge university press.
- Weatherburn, C.E. (1924). *Advanced Vector Analysis*. G. Bell and Sons, Ltd.
- Goldstein H., Poole, C. and Safko, J. (2002). *Classical Mechanics*. 3rd Edition, Addison Wesley.
- Spiegel, M. Lipschutz, S and Spellman, D. (2009). *Vector Analysis*. Schaum Outline Series. McGraw Hill.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	1	2	2	3	2	2	1	2	1	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1
CO4	1	1	2	1	1	1	2	3	2	2	2	2
CO5	1	1	2	2	3	1	1	1	2	1	1	3
CO6	2	1	2	1	1	2	2	2	2	2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Political Science-IV

Course Code: 1301413

Semester:4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Develop understanding about the role of President, Prime Minister and the courts in the Constitutional design of India
CO2	Show the feeling of patriotism
CO3	Assess the evolution, functioning and consequences of political parties in India and improve the skills to become a good social worker
CO4	Identify electoral rules, procedure and problems of election in India
CO5	Evaluate the role of various forces in Indian politics
CO6	Elaborate the function, role and composition of the Election Commission

COURSE CONTENT

Section A

1. Indian Cabinet: Prime Minister, Appointment, Powers, Position and Changing Role.
2. Supreme Court: Composition, Powers and role in the Indian Constitutional Process



Section B

1. Nature of Party System in India: A critical evaluation.
2. National Political Parties (Indian National Congress and BJP): their Organization, Ideology and electoral performance
3. Pressure Groups in Indian Politics and their role.

Section C

1. Role of Religion in Indian Politics.
2. Caste in Indian Politics, Regionalism in Indian Politics.

Section D

1. The Election Commission: Composition, Powers, Role and electoral Reforms in India.
2. Determinants of voting behavior in India.
3. Foreign policy of India and its determinants.

SUGGESTED READINGS:

- Austin, G. (1966). *The Indian Constitution : Corner Stone of a Nation*, Oxford, Oxford University Press,
- Austin, G. (2000). *Working of a Democratic Constitution : The Indian Experience*, Delhi, Oxford University Press,
- Basu, D.D. (1994). *An Introduction to the Constitution of India*, New Delhi, Prentice Hall,
- Bhambari, C.P. (1997). *The Indian State fifty years*, New Delhi, Sipra,
- Brass, P. (2003). *Politics of India since Independence*, Cambridge University Press,
- Brass, P. (1995). *Ethnic Groups and the State*, London, Croom Helm,
- Brass, P. (1974). *Language, Religion and Politics in North India*, London, Cambridge University Press,
- Fadia, B.L. (1984). *State Politics in India, Vol. II*, New Delhi, Radint Publisher,
- Frankel, F.R. (1978). *Indian Political Economy 1947-1977, The Gradual Revolution*, Oxford, Oxford University Press,
- Kothari, R. (1988). *State against Democracy: In Search of Human Governance*, Delhi, Ajantha,
- Kothari, R. (1970). *Politics in India*, New Delhi, Orient Longman,
- Kothari, R. (1967). *Party System and Election Studies*, Bombay, Asia Publishing House,
- Narain, I. (ed) (1967). *State Politics in India*, Meerut, Meenakshi Parkashan,
- Pylee, M.V. (1977). *Constitutional Government in India*, Bombay, Asia Publishing House,
- Pylee, M.V. (1998). *An Introduction to the Constitution of India*, New Delhi, Vikas
- Verma, S.P. & Bhambari, C.P. (ed) (1967). *Election and Political Consciousness in India*, Meerut, Meenakshi Parkashan,
- Nanda, S.S. *Indian Political System* (English, Hindi and Punjabi)
- Nanda, S.S. *National Movement 1885-1947* (English, Punjabi and Hindi)
- Jha, N.K. (2000). *India's Foreign Policy in Emerging World*, Sonic Asian Publications, New Delhi,



- Rajan, M.S. (1994). *Non-Alignment and Non-Alignment Movement in the present World, Order*, Konark, Delhi,
- Kothari, R. (ed.) (2004). *Caste in Indian Politics*, New Delhi, Orient Longman, Reprint,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	1	2	3
CO2	1	2	1	1	1	2	1	1	2	2	2	2	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	1	1	2	3	2	1	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	2	2
CO6	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.5	1.2	1.3	1.3	1.7	1.5	1.7	1.8	1.7	1.7	2.0	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation





Course Name: Management Information System

Course Code: 300403

Semester:4th

Credits:-5

L T P

5 0 0

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

CO	Statement
CO1	Acquaint themselves with the introduction to system & its types.
CO2	Define & explain Information system with emphasis on EDP/MIS/DSS.
CO3	Get complete overviews of Management Information System including its components.
CO4	Develop Information system with special reference on its Implementation & evaluation.
CO5	Relate functions of MIS.

COURSE CONTENT

1. Introduction to Systems and Basic Systems Concepts, Types of Systems, The Systems Approach,
2. **Information Systems:** Definition & Characteristics, Types of Information, Role of Information in
3. Decision, Making, Sub, Systems of an Information system: EDP and MIS, management levels,EDP/MIS/DSS.
4. **An overview of Management Information System:** Definition & Characteristics, Components ofMIS,
5. **Frame Work for Understanding MIS:** Robert Anthony's Hierarchy of Management Activity,Information
6. Requirements& Levels of Management, Simon's Model of decision, Making, Structured Vs Unstructured decisions, Formal Vs. Informal systems.
7. **Developing Information Systems:** Analysis & Design of Information Systems: Implementation &Evaluation, Pitfalls in MIS Development.
8. **Functional MIS:** A Study of Marketing, Personnel, Financial and Production MIS.

SUGGESTED READINGS:

- Kanter, J.*Management /information Systems*,PHI.
- Gordon B. D.& Olson, M.H. "*Management Information Systems: Conceptual Foundation,structure &Development*".
- Murdick,R.G. & Joel E. R. & James R. C.*Information Systems for Modern Management*, PHI.
- Lucas. *Analysis, Design & Implementation of Information System*



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	-	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	-	1	2	3	2	-	2	2	1
CO4	1	1	1	2	3	1	1	-	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	-
Average	1.4	1.2	1.4	1.2	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Economics-IV

Course Code: 1301414

Semester:4th

Credits:-5

L T P

5 0 0

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

CO	Statement
CO1	Understand the concept of public finance and public expenditure with complete detail.
CO2	Learn the determinants of balance of payment and Indian Tax system with characteristics.
CO3	Describe the deficit financing and its effect on Indian economy.
CO4	Analyse the current organization related to India Trade like IMF, world bank, SAARC etc.
CO5	Develop the skills of accounting and finance

Course content

SectionA

Introduction to Public Finance: Nature, Scope and its importance. Public Expenditure: Principles, Effects of Public Expenditure on production and distribution. Causes for the growth of Public expenditure

SectionB

Taxation: Classification, characteristics of a good tax system. Public Debt: its types and role. Burden and methods of redemption of public debt.

SectionC

Theory of balance of payments and exchange rate: Meaning, concepts and components of balance of payments

Deficit Financing: Objectives and limitations.

Section D

SAARC: Origin and growth of India's trade with SAARC.

IMF and IBRD: Objectives, working and achievements, World Bank.

SUGGESTED READINGS:

- Musgrave,A.R. & Musgrave,P.B. (1976). *Public finance in Theory and Practice*, McGrawHill, International Student's Edition.
- Kindleberger,C.P. (1977). *International Economics*, Richard Irwin Homeswood Ilinios,Indian Edition,
- BoSoderston. (1990). *International Economics*, Macmillan Press Ltd.

SUPPLEMENTARY READINGS:

1. Dalton,H. (1936). *Principles of Public Finance*, London, Routeledge and Kegan Paul.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	2	1	1	2	2	2	-	1
CO2	2	-	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	-	1	1	2	3	2	2	2	2	-
CO4	2	1	1	2	3	1	-	1	2	1	3	3	2
CO5	2	1	2	1	-	2	2	2	2	2	2	2	3
Average	1.8	1.2	1.4	1.2	1.7	1.4	1.7	2	1.8	1.8	2.2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Sociology-IV

Course Code: 1301415

Semester:4th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Understand the facts and forms of social stratification.
CO2	Analyze the different perspectives of social stratification.
CO3	Explain how caste & class system operates in society.
CO4	Discover the functions and types of marriage & family.
CO5	Interpret the function of Rural, Urban & tribal social organization

Course content

Section A

1. Social Stratification: Bases and Forms.
2. Theories of Social Stratification: (Max Weber, Karl Marx)

Section B

1. Caste in India: Definition, features and changing patterns.
2. Class in India: Definition and bases, caste and class.

Section C

1. Marriage and Family in India: Types and Changing patterns.

Section D

1. Features of Societal Organization in India: Tribal, Rural and Urban.

SUGGESTED READINGS:

- Bhatnagar, G.S. & Rehal, B.S. (1997). *Bharati Samaj*, Patiala. Punjabi University.
- Desai, A.R. (1990). *Rural Sociology in India*. Bombay: Popular Prakashan
- Kapadia K.M (1972). *Marriage and Family in India*, London: Oxford University Press.
- Srinivas, M.N. (1995). *Social Change in Modern India*, New Delhi: Orient Longman.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	-	1	2	2	1	1
CO3	1	1	2	-	1	1	2	3	2	1	2	2	3
CO4	1	2	2	2	3	-	1	1	2	1	3	3	1
CO5	2	1	2	1	-	2	2	1	2	2	2	2	-
Average	1.6	1.4	1.7	1.5	1.7	1.5	1.6	1.5	1.8	1.6	2.2	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ-V

Course Code: 1301501

Semester: 5th

Credits:-5

L TP
5 0 0

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

CO	Statement
CO1	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਵਿਤਾਵਾਂ ਦੇ ਵਿਸ਼ਾਲ ਅਰਥਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੋਂ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।
CO3	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਨਾਂਵ ਵਾਕਾਂਸ਼ ਦੀ ਕਿਰਿਆਵਾਂ ਕੰਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ।
CO4	ਵਿਦਿਆਰਥੀ ਪੈਰਾ ਪੜ੍ਹਕੇ ਸ਼ਬਦ ਜੋੜ ਸੁਧਾਈ ਕਰਨ ਦੀ ਜਾਂਚ ਸਿੱਖ ਜਾਣਗੇ।
CO5	ਕਾਵਿਕੀਰਤੀ ਪੁਸਤਕ ਪੜ੍ਹਕੇ ਆਧੁਨਿਕ ਕਵੀਆਂ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course content

ਭਾਗ-ੳ

- ਕਾਵਿ ਕੀਰਤੀ, ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ।
 - ਪਹਿਲੇ ਭਾਗ ਵਿੱਚ ਦਸ ਅੰਕਾਂ ਲਈ ਦੋ ਕਾਵਿ ਟੁਕੜੀਆਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰਨ ਨੂੰ ਕਿਹਾ ਜਾਵੇਗਾ।
 - ਦੂਸਰੇ ਭਾਗ ਵਿੱਚ ਕਿਸੇ ਕਵਿਤਾ ਦਾ ਸਾਰ ਜਾਂ ਵਿਸ਼ਾ ਵਸਤੂ ਲਿਖਣ ਨੂੰ ਕਿਹਾ ਗਿਆ ਹੋਵੇਗਾ ਇਸਦੇ ਵੀ ਦਸ ਅੰਕ ਹੋਣਗੇ।

20 ਅੰਕ

ਭਾਗ-ਅ

- ਅੰਗਰੇਜ਼ੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ। ਪ ਅੰਕ
- ਹਿੰਦੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ। ਪ ਅੰਕ
- ਪੰਜਾਬੀ ਦੇ ਇੱਕ ਪੈਰੇ ਦੀ ਸ਼ਬਦ ਜੋੜ ਸੁਧਾਈ, ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਵਾਕਸ਼ੁੱਧੀਕਰਨ।

੧੦ ਅੰਕ

ਭਾਗ-ੲ

- ਨਾਂਵ ਵਾਕਾਂਸ਼: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵਾਕ ਵਿੱਚੋਂ ਨਾਂਵ ਵਾਕਾਂਸ਼ ਦੀ ਪਛਾਣ।
- ਕਿਰਿਆ ਵਾਕਾਂਸ਼: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵਾਕ ਵਿੱਚੋਂ ਕਿਰਿਆ ਵਾਕਾਂਸ਼ ਦੀ ਪਛਾਣ।

੫ ਅੰਕ

ਪੁਸਤਕ ਸੂਚੀ:

- ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, (2016) ਕਾਵਿ ਕੀਰਤੀ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, (1992) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਤੀਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਐਚ.ਕੇ ਡੋਲੀ, ਐਚ.ਐਸ. ਡਿੰਪਲ (2005) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਗੁਰੂਸਰ ਸੁਧਾਰ ਲੁਧਿਆਣਾ



4. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ(2003) ਰੁਪਾਂਤਰੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ
5. ਡਾ.ਹਰਕੀਰਤ ਸਿੰਘ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਮਾਲਾ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	2	3	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	3
CO4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	3	3	1
Average	1.4	1.6	1.8	1.4	1.8	2	1.6	2.2	2	1.6	2.4	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-V

Course Code: 1301502

Semester: 5th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Display a working knowledge of the drama as a literary genre
CO2	Analyze plays for their structure and meaning, using the correct terminology
CO3	Exhibit effective unity and support, coherence , mechanics in essay
CO4	Evaluate the structure of poetry.
CO5	Develop the skills of translation from one language to another
CO6	Identify and describe distinct characteristics of poetic forms

Course content

Section A

1. All my sons by Arthur Miller Edited by Nissim Ezekiel. Oxford University Press, New Delhi, 1972, 33rd impression, 2005.

Section B

1. Selected College Poems (Orient Longman). Edited by Ambika Sengupta -The following poems from this book are prescribed:
 - a) All the World's Astage



- b) KublaKhan
- c) Ode to the WestWind
- d) La Belle Dame SansMerçi
- e) Ulysses
- f) My LastDuchess
- g) Say Not the Struggle NaughtAvailleth
- h) Nightingales.

Section C

- 1. EssayWriting
- 2. Curriculum Vitae writing.(C.V.)
‘The Written Word’ by Vandana R. Singh (Oxford University Press, New Delhi, 2003)

Section D

- 1. Translation of a running passage comprising at least ten sentences fromPunjabi/Hindi intoEnglish.

SUGGESTED READINGS:

- Singh, V.R. (2003). *The Written Word*.Oxford University Press, New Delhi.
- Miller, A., & Fussell, P. (1958). *All my sons*. Silva-Verlag.
- Hooti, N., & Habibi, S. (2011). The Nature of Guilt in Arthur Miller’s All my Sons. *Studies in Literature and Language*, 3(1), 11-16.
- Taroff, K. (2013). " All My Sons": A Play By Arthur Miller and Henrik Ibsen. *The Arthur Miller Journal*, 8(1), 1-13.
- Gale, C. L. (2015). *A Study Guide for Arthur Miller's All My Sons*. Gale, Cengage Learning.
- Monteiro, G. (1963). Browning's" My Last Duchess". *Victorian Poetry*, 1(3), 234-237.
- Friedland, L. S. (1936). Ferrara and" My Last Duchess". *Studies in Philology*, 33(4), 656-684.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	1	3	2	1	1	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	3
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
CO6	2	1	1	1	1	2	3	1	2	2	2	2	1
Average	1.5	1.3	1.7	1.3	1.5	2.2	1.8	1.7	1.7	1.5	2.2	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Physical Education –V

Course Code: 1301503

Semester: 5th

Credits:3

**LTP
003**

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

CO	Statement
CO1	Understand the relationship of health and physical education.
CO2	Develop awareness regarding first aids.
CO3	Explain types and method of loading.
CO4	Discuss component, source and functions of each component of balance diet.
CO5	Analyze methods of general and specific conditioning.

Course content

- 1. Massage:-**Classification and their effect, Effect of Exercise on muscular respiratory and circulatory systems.
- 2. Balance Diet: -**Component sources and function of each component.
- 3. Doping: -** Meaning, types, bad effects and control.
- 4. Sports Training: -** Meaning, aim, objective, principles of training.
- 5. Sports coaching: -** Meaning, aim, objective, principles of coaching.
- 6. Load: -** Meaning, principals, types and methods of loading.
- 7. Training method: -** Circuit, Interval, Fartlek, Weight Training and Cross Country.
- 8. Components of Physical Fitness:-**Speed, strength, endurance, agility, and flexibility.
- 9. Conditioning: -** Main principles and methods of general and specific conditioning.
- 10. Motion:** Meaning, types and laws.
- 11. Lever System:** Meaning, types and law.
- 12. Force:** Meaning, types and centre of society.

SUGGESTED READINGS:

- Kang G. S. Deol N. S. (2008). *An introduction to Health and Physical Education* 21st century Patiala.
- Desch and Burk. (1963). *winesiology and applied anatomy*. 2nd ed. Lee and febiger.
- Wells. (1966) *K Kinesiology*, 4th edition W.B.Saunder.
- Mathews D. K. & fox, E.L. (1984). *The physiological basis of Physical Education and Sports*, 2nd edi, Philadelphia. K. B. Sanuders & Co.
- Shaver L. J. (1995). *Edeential of Exercise Physiology*. Kamla Nagar Surjeet,
- Dick, F. (1980). *Sports Training Principles*. London Lepus Book,
- Fisher, J. (1975). *Scienfific Basis of Athletic Conditioning Philadelphia*, lee and Febiger.
- Matveyer, L. (1981). *Fundamentals of sports Training*.
- Singh, A and Singh, J. (2004). *Essentail of Physical education and Olympic movement*. Kalyani Publishers, Ludhiana.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	-	1	2	1	3	2	3	3	2	2	2	2
CO2	1	2	3	1	-	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	3	-	2	2	1	3
CO4	-	1	2	3	2	2	2	3	2	3	2	2	1
CO5	1	3	3	2	3	2	1	1	2	1	3	-	2
Average	1.5	2.0	2.0	1.8	2.0	2.2	1.6	2.2	2.3	2.0	2.2	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education –V (Practical)

Course Code: 1301504

Semester: 5th

Credits: 2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to learn:

CO	Statement
CO1	Learn skill of catching & throwing ball.
CO2	Master the skill of fielding of ground balls & blybass
CO3	Utilise the skill of catching & hitting.
CO4	Organize physical skills like posture, stance, angling, timing, rhythm, extension, Blocking, striking, take downs, chokes, joint manipulation in taekwondo.
CO5	Make use of skill of attacking, hurdling & attacking off.

Course content

Stipple Chase	8M (Any One Event)
Throwing Event	8M (Any One Event)
Jumping Event	8M (Any One Event)
Taekwondo Hockey, Softball	16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

- Measurement of the field and preparation of the field
- Equipments and Materials of the game/Event.
- Fundamental skill and lead up game.
- Techniques.
- Rules and Regulations of the game/Event.
- Officiating:



- Duties of officials
- Knowledge of scoresheet
- Signals of officiating
- Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	3	2	3	3	-	2	2	1
CO2	-	2	3	1	-	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	-	2	2	3	2	2	3	2	3	2	2	1
CO5	1	2	3	2	3	3	1	1	2	1	3	-	3
Average	1.8	2.3	2.4	1.6	2.8	2.4	1.6	2.2	2.0	2.0	2.2	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-V

Course Code: 1301505

Semester: 5th

Credits: 3

L T P
3 0 0

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

CO	Statement
CO1	Explain Khatka, Meend, Bol Baant and Ghamak.
CO2	Get Knowledge of Talas in single & double.
CO3	Elaborate Alap, Tana and its various forms.
CO4	Trace brief life sketches of the great master of music & their contribution.
CO5	Demonstrate the skills to play various musical instruments

Course content

Section A

1. Explain the following Upaj, Mukhda, Bol-Alap, Khatka, Meend, Bol Baant, Ghamak
2. Knowledge of written Talas in single & double.
3. Elementary knowledge of Raga- Raginivergikaran.

Section B

1. Gharana, its importance & contribution towards khyal Gayan.

2. Knowledge of Alap, Tana and its various forms.
3. Brief life sketches of the great master of music & their contribution:
 - a) Shri krishan Rao Shankar Pandit
 - b) Ustad Faiyad Khan Sahib Agra
 - c) Shri Sohan Singh ji

Section C

1. Detailed study of Tanpura & Sahayak Naad.
2. Detailed Knowledge of Dhrupad & Dhammar styles of singing.
3. Description of Ragas & Talas prescribed in the course:
 - a) Kedar
 - b) Bhimplasi
 - c) Bihag

Section D

1. Contribution of Guru Arjan Dev ji to gurmat sangeet.
2. Definition of the following Nyas, Apnayas, Grah, Ansh
3. Folk Music of Punjab

SUGGESTED READINGS

- Kaur, D. *Sangeet Roop (Part-I)*. Sangeetanjali Publications, Patiala
- Sharma, Y. *Sangeet Manual*. H.G Publications, Dehli
- Sharma, Y. *Gayan Kalan*. Punjabi University, Patiala.
- Yaspal & Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar*. Karnal Publications.
- Mishra, S.L & Katyal, A. *Sangeet Shaster Vivechan*, Punjabi University Patiala

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	2	1	3	2	3	3	1	2	2	2
CO2	-	2	3	1	1	2	1	1	2	2	2	1	3
CO3	2	2	1	1	2	2	2	3	-	2	2	1	1
CO4	1	1	2	2	-	2	2	3	2	1	2	2	1
CO5	1	3	1	2	3	1	1	1	2	1	3	3	-
Average	1.5	1.8	1.8	1.6	1.8	2.0	1.6	2.2	2.3	1.4	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Music (Vocal) - V (Practical)

Course Code: 1301506

Semester: 5th

Credits:2

L T P
0 0 4

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

CO	Statement
CO1	Perform one Drut Khayal in each of the following ragas with Alaps & Tanas. Kedar, Bhimplasi & Bihag.
CO2	Sing one Lakshan
CO3	Develop skill to sing national anthem with harmonium.
CO4	Play teen Tal on Tabla skillfully.
CO5	Demonstrate the skills to recite Jhap Taal, Deep-Chandi, showing Khalitali with handmotion in Ekgum, Dhugan Layakaries.

Course content

Performance

1. One Drut khayal in each of the following Ragas with alaps & tanas: Kedar, Bhimplasi & Bihag.
2. One Lakshan Geet in any of the prescribedragas.
3. Ability to sing National Anthem withharmonium.
4. Ability to play Teen tal ontable.
5. Ability to recite Jhap Taal, Deep-chandi, Showing Khalitali with hand motion in Ekgun, Dhuganlayakaries.
6. One filk song ofPunjab.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	1	1	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	1	1	2	1	3	3	-
Average	1.4	1.4	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: English Literature -V

Course Code: 1301507

Semester: 5^h

Credits:-5

LTP

5 00

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

CO	Statement
CO1	Define and explain various concepts pertaining to poetry and be well versed with the terms related like imagery, ballad, elegy, hyrax etc.
CO2	Trace out the history of English literature from romantic period to the modern period including the important trends & movement of these periods
CO3	Well versed with the important text of the modern period like preface the lyrical ballads, the Rime of ancient mariner.
CO4	Develop communication skills
CO5	Gain deeper understanding of 'The Prelude'

Course content

SectionA

Important Concepts pertaining to Drama

The following terms will have to be studied:

1. Imagery
2. Allusion
3. Ballad
4. Blank Verse
5. Concrete Poetry
6. Dramatic Monologue
7. Elegy
8. Free Verse
9. Heroic Couplet
10. Light Verse
11. Lyric
12. Metre
13. Rhyme
14. Sonnet
15. Symbol

SectionB

History of English Literature from Romantic Period to the Modern Period:

(a) Important Trends and Movements in these periods:

ROMANTIC PERIOD:

- i. Chief Characteristics of the Period
- ii. Major Romantic Poets and Essayists of this period.



MODERN PERIOD:

i) Major Thematic and Technical Features of the Literature of this period

(b) Important Texts of Modern periods:

- i) 'Preface' to the Lyrical Ballads
- ii) 'The Rime of the Ancient Mariner'
- iii) 'Ulysses' by Tennyson
- iv) Tess of the d'Urbervilles.

Section C

Texts Prescribed:

A thing of Beauty-Selections from English Poetry, Edited by S. Jagadisan and V. Saraswathi (Orient Longman, 2001)

All the poems below are prescribed:

- (i) My mind to Me A Kingdom Is: Sir Edward Dyer
- (ii) From Henry VIII: William Shakespeare
- (iii) The Village Preacher: Oliver Goldsmith
- (iv) On the Receipt of My Mother's Pictures out of Norfolk: William Wordsworth
- (v) The Affliction of Margaret: William Wordsworth.

Section D

Text Prescribed

The Prelude Book First by William Wordsworth

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.
- Shakespeare, W. (2006). *As you like it* (1599). Ed. Juliet Dusinberre. London: Arden.
- Ornstein, R. (1968). *Marlowe and God: The Tragic Theology of Dr. Faustus*. *PMLA*, 83(5), 1378-1385.
- Okerlund, A. N. (1977). *The Intellectual Folly of Dr. Faustus*. *Studies in Philology*, 258-278



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	-
CO4	1	1	2	1	1	1	2	3	2	1	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	3	2
Average	1.4	1.2	1.2	1.4	1.6	1.6	1.6	2.0	1.6	1.4	2.0	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- V

Course Code: 1301508

Semester: 5th

Credits:-5

L TP
5 0 0

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

CO	Statement
CO1	ਰੇਖਾ ਚਿੱਤਰ (ਹੁਸੀਨਚੇਹਰੇ)ਰਾਂਗੀ ਵੱਖਰੇ ਵੱਖਰੇ ਲੇਖਕਾ ਦੇ ਜੀਵਨ ਬਾਰੇ ਅਤੇ ਉਹਨਾਂ ਦੀਆਂ ਲਿਖ ਤਾਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਕਵਿਤਾ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO3	ਸਾਹਿਤ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਵਿਸ਼ੇਸ਼ ਅਧਿਐਨ ਹਾਸਿਲ ਕਰਕੇ ਉਸਨੂੰ ਖੋਜ ਦੇ ਖੇਤਰ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO5	ਬਲਵੰਤ ਗਾਰਗੀ ਦੇ ਜੀਵਨ ਅਤੇ ਉਹਨੂੰ ਦੀਆਂ ਰਚਨਾਵਾਂ ਬਾਰੇ ਵਿਸ਼ਾਲ ਅਧਿਐਨ ਹਾਸਿਲ ਕਰਨਗੇ।

Course content

ਭਾਗ-ਅ

1. ਹੁਸੀਨ ਚਿਹਰੇ (ਰੇਖਾ ਚਿੱਤਰ) ਬਲਵੰਤਗਾਰਗੀ।

ਭਾਗ-ਭ

2. ਆਧੁਨਿਕ ਕਵਿਤਾ ਦਾਇਤਿਹਾਸ।

ਭਾਗ-ਛ

3. ਸਾਹਿਤ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ, ਸਾਹਿਤ ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ, ਸਾਹਿਤ ਤੇ ਸਮਾਜ, ਸਾਹਿਤ ਤੇ ਸ਼ਖਸੀਅਤ, ਸਾਹਿਤ ਤੇ ਮਨੋਵਿਗਿਆਨ।

ਪੁਸਤਕ ਸੂਚੀ:

੧. ਹੁਸੀਨ ਚਿਹਰੇ (ਰੇਖਾ ਚਿੱਤਰ) 2006, ਨਵਯੁੱਗ ਪਬਲੀਸ਼ਰਜ਼, ਦਿੱਲੀ
੨. ਜਸਵਿੰਦਰ ਸਿੰਘ ਨਵੀ ਪੰਜਾਬੀ ਕਵਿਤਾ, ਪਛਾਣ ਚਿੰਨ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ



੩. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ, ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ (2010), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਲਾਹੌਰ ਬੁੱਕ ਸਾਪ ਲੁਧਿਆਣਾ

੪. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ , ਡਾ. ਹਰਭਜਨ ਸਿੰਘ, (1999) ਧੰਨਪਤ ਰਾਏ ਐਡ. ਸ਼ਨਜ ਜਲੰਧਰ-ਦਿੱਲ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	3	2	1	3	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	3
Average	1.2	1.6	1.4	1.4	2.0	1.8	1.6	2.0	1.6	1.6	2.0	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-V

Course Code: 1301509

Semester: 5th

Credits:-5

L TP

5 0 0

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

CO	Statement
CO1	हिन्दी साहित्य में भक्ति काल के संत काव्य की रचनाओं का बोध
CO2	हिन्दी साहित्य के आधुनिक काल में भारतेंदु एवं द्विवेदी काल की काव्यगत प्रवृत्तियों का विश्लेषण एवं संश्लेषण
CO3	मुंशी प्रेमचन्द द्वारा रचित उपन्यास गोदान का समीक्षात्मक अध्ययन
CO4	छायावाद, प्रकृतिवाद, प्रयोगवाद की प्रवृत्तियों का बोध
CO5	खड़ीबोली एवं मानक भाषा की समीक्षा

Course Content

भाग – क

कविता लोक :- कबीर, रैदास, गुरु नानक देव, सूरदास, मीराबाई



भाग – ख

गोदान (उपन्यास) : मुंशी प्रेमचन्द द्वारा रचित।

भाग – ग

प्रतिनिधि कहानियां :- जयशंकर प्रसाद (प्रथम पांच कहानियां)
राजकमल प्रकाशन, नई दिल्ली।

भाग –घ

1. हिन्दी साहित्य का भक्तिकाल :-

हिन्दी साहित्य में भक्ति का उदय, परिस्थितियां, सन्त काव्य, प्रमुख कवि:- नामदेव, दादुदयाल, सुन्दरदास।

2. हिन्दी साहित्य का आधुनिक काल :- कविता

(क) भारतेन्दुयुगीन हिन्दी कविता की प्रवृत्तियां।

(ख) द्विवेदीयुगीन हिन्दी कविता की प्रवृत्तियां।

(ग) छायावाद।

(घ) प्रगतिवाद।

(अ) प्रयोगवाद।

सहायकपुस्तकें:-डॉ० रामचन्द्र शुक्ल – वाणी प्रकाशन, नमनप्रकाशन।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	1	1	2	3	2	1	2	2	3
CO5	1	1	1	2	3	1	1	1	2	1	3	3	2
Average	1.2	1.2	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: History of Punjab-V

Course Code: 1301510

Semester: 5th

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	Know about the fetish administration and different concept.
CO2	Contribution and impact of socio-religious reforms movement.
CO3	Impact of movements in political conscious and uprising of 1907.
CO4	Describe the concept of indifference and politician of social and economic aspect.
CO5	Know about the new trends of social life that effect the modernization in different concept

Course content

Section A

1. Main features of the early British administration.
2. British policy towards the army, agriculture, industry, trade and commerce.

Section B

1. The foundation, program and impact of the socio-religious reform movements: Arya Samaj Singh Sabhas, Ahmadiyahs.
2. Contribution to growth of political consciousness by the Namdhari movement, Ghadar Movement and uprising of 1907

Section C

1. Significant developments leading to independence and partition.
2. Rebuilding of Social and Economics life after partition.

Section D

1. New trends in Social life: Gender discrimination emigration from Punjab.
2. New trends in Economic life: Modernisation of agriculture land reform.
3. MAP Important Historical Places Mukatsar Sahib, Talwandi Sabo, Peshawar, Sialkot, Ferozpur, Ambala, Gujrat,

SUGGESTED READINGS:

- Singh, K. (1990). *History and culture of the Punjab, part II Medieval Period*. Publication bureau, Punjabi University Patiala (3rd Ed.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer type question.)
- Singh, F. (Ed) (1972.) *History of the Punjab, Vol, iii* Punjabi university patina



- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India* orient Longman, Hyderabad,
- Singh K (1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi, 1991

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	-	1	2	2	2	1	2
CO3	2	1	-	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	1	2	1	2	3	2	1	2	2	-
CO5	1	2	2	2	3	1	1	1	2	-	3	3	2
Average	1.3	1.5	1.7	1.3	2.0	1.3	1.7	2.0	1.8	1.7	2.3	1.8	2.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History-V

Course Code: 1301511

Semester: 5th

Credits:-5

**L T P
5 0 0**

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

CO	Statement
CO1	Identify and describe the emergence of the Modern age, Renaissance and Reformation
CO2	Examine French Revolution 1789
CO3	Analyze Congress of Vienna
CO4	Develop understanding about the Industrial revolution and its effects
CO5	Evaluate the causes of first and second world war

Course content

Section A

1. Rise of Modern Age: Renaissance and Reformation.
2. French Revolution of 1789: its causes and effects,
3. Napoleon; His reforms, causes of his downfall.

SectionB

1. Congress ofVienna
2. Nationalism
3. Crimean War: Causes andeffects.

SectionC

1. Industrial Revolution and its effects.
2. The Russian Revolution of 1917-causes andsignificance.
3. Causes of the First World War and Second WorldWar.

SectionD

1. Chinese Revolution of 1949: its causes andeffects.
2. Maps:
 - a) Vienna Congress. b) Unification of Italy c) Europe in 1945.

SUGGESTED READINGS:

- Hazen,C.D. *ModernEuropeupto1945*(English),PP.39-261,301-390,448-591,639-708.
- Ketelbey,C.D.M. *A History of Modern Times* (English), PP. 227-342, 385-408,440-505, 545-687.
- Bennis, F.L. *European History Since 1870* (English &Punjabi)
- Bennis, F.L. *European Since 1914 in its World Setting*(English &Punjabi)
- Carr,E.H. *International Relations between the Two World Wars, 1919-1939.*
- Ergang,R.Europe in our Times, PP. 3-24, 87-194, 227-288, 313-349,465-498.
- Fay,S.B. *The Origins of the WorldWar.*
- Greenwood. *The Modern World: A History of ourTimes*
- Arora, A.C. & Arora,R.S.*History of the World* (Punjabi &Hindi)
- Sahota,D.S. *Europe Da Itihas*(Punjabi)
- Singh, R. *Europe Da Itihas*(Punjabi)
- Brown andCoysh. *The Map Approach to ModernHistory*
- Arora, A.C. & Arora,R.S.*Atlas of WorldHistory*
- Swain,J.E. *History of World Civilization* (English & Punjabi)
- Wells,H.G. *A Short History of the World* (English &Punjabi).

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	-	1	1	2	2
CO2	-	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	-	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	-	2	2	1
CO5	1	2	2	2	3	2	1	1	2	1	3	3	-
Average	1.5	1.4	1.4	1.5	1.8	1.8	1.6	2	1.75	1.5	2	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Mathematics-V

Course Code: 1301512

Semester: 5th

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	Define basic concepts of operators
CO2	Solve problems using Newton forward formula and Newton backward formula
CO3	Derive Gauss's formula and Stirling formula using Newton forward formula and Newton backward formula
CO4	Apply Simpson's 1/3, 3/8 rules using trapezoidal rule
CO5	Find the summation of series finite difference techniques
CO6	Generate the solution of algebraic, transcendental and ordinary differential equation which enhance the analytical as well as numerical skill which make them employable.

COURSE CONTENTS

Section A

Solution of algebraic and transcendental equations: Bisection method, False position method, Fixed-point iteration method, Newton's method and its convergence, Chebyshev method. Solution of system of non-linear equations by Iteration and Newton-Raphson method, Program in C for Bisection method, False position method and Newton's method

Section B

Finite difference operators and finite differences; Interpolation and interpolation formulae: Newton's forward and backward difference, Central difference: Sterling's and Bessel's formula, Lagrange's interpolation formula and Newton's divided difference interpolation formula, Hermite interpolation. Program in C for Newton's forward and backward formula, Newton's divided difference formula

Section C

Direct methods to solve system of linear equations: Gauss elimination method, Gauss-Jordan method, LU decomposition; Indirect methods: Gauss-Jacobi and Gauss-Seidal methods. The algebraic eigen value problems by Householder and Power method. Algorithms and program in C for Gauss-Jacobi and Gauss-Seidal method

Section D

Numerical differentiation and Numerical integration by Newton cotes formulae, Trapezoidal rule, Simpson's rule, Romberg formula and their error estimation. Numerical solution of ordinary differential equations by Euler's method, Picard's method, Taylor series and Runge- Kutta methods, Program in C for Trapezoidal and Simpson's rule

SUGGESTED READING:

- Bradie,B.(2007). *A Friendly Introduction to Numerical Analysis*, Pearson Education, India,
- Jain, M. K. Iyengar,S. R. K. and Jain,R. K.(2007) .*Numerical Methods for Scientific and Engineering Computation*, New age International Publisher, India, 5th edition,
- Gerald,C. F. and Wheatley,P. O. (2008).*Applied Numerical Analysis*, Pearson Education, India,7th edition,.
- Uri M. Ascher and Chen Greif. (2013). *A First Course in Numerical Methods*, 7th Ed., PHI Learning Private Limited
- John H. Mathews and Kurtis D. Fink, (2012).*Numerical Methods using Matlab*, 4th Ed., PHI Learning Private Limited,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	1	1	2	3	2	1	2	2	3
CO5	1	1	1	2	3	1	1	1	2	1	3	3	2
Average	1.2	1.2	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Political Science-V

Course Code: 1301513

Semester: 5th

Credits:-5

**L TP
5 0 0**

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

CO	Statement
CO1	Understand the differences and similarities between the various constitutional arrangements
CO2	Learn features of U.S. Political system
CO3	Draft a wide range of topics such as US and UK political Parties, how political structure Differs among countries, globalization and the history of political thought.
CO4	Criticize and classifies the US and UK Political System.
CO5	Get knowledge of british Parliament
CO6	Use historical documents to analyze past government structure and policies.

Course content

Section A

1. Comparative Government and Comparative Politics.
2. Comparative Method.

Section B

- 1 Main features of the British Political System, British Political Traditions, and Monarchy.
- 2 Features of U.S. Political system and bill of Rights.
3. Executive in America-The President.

Section C

- 1 British Parliament-House of Lords, American Congress: House of Commons.
- 2 Political Parties and pressure groups in U.S.A.

Section D

1. Judicial system and judicial review in United States of America, Senate and House of Representations.
2. Judicial system and rule of law in U.K.



1. Almond, G.A. & Coleman, J.S. (1960). *The politics of Developing Areas*, Princeton NJ, Princeton University Press,
2. Badyal, J.S. *Comparative Politics*
3. Nanda, S.S. *Comparative Politics*
3. Ghai, U.R. *Comparative Politics*.
4. Johari, J.C. *Comparative Politics*.
5. Bushan, V. *Comparative Politics*.
6. Almond, G. A. and Powell, G.B. *Comparative Politics*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	-	2	2
CO2	-	2	1	1	1	2	1	-	2	2	2	2	2
CO3	2	1	1	1	2	-	2	1	1	2	2	1	-
CO4	1	2	2	1	1	1	2	1	2	1	2	2	3
CO5	1	1	-	2	3	1	1	1	2	1	3	2	2
CO6	2	1	2	1	1	2	2	-	2	2	2	2	2
Average	1.6	1.3	1.4	1.3	1.7	1.6	1.7	1.3	1.7	1.7	2.2	1.8	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Computer Networks

Course Code: 300501

Semester: 5th

Credits 5

Semester-V

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

L T P

5 0 0

CO	Statement
CO1	Explain different data communication concepts.
CO2	Elaborates different types of communication channels & wireless transmission.
CO3	Discuss communication switching techniques.
CO4	Describe the various types of network reference models.
CO5	Explain & elaborate MAC Sub layer and the network layers.

Course content

1. **Data communications concepts:** Digital and analog parallel and serial synchronous and asynchronous, simplex, half duplex, full duplex, multiplexing.
2. **Communication channels:** Wired transmissions: Telephone lines, leased lines, switch line, coaxial cables, base band, broadband, optical fiber transmission.
3. **Wireless transmission:** Microwave transmission, infrared transmission, laser transmission, radio transmission, and satellite transmission.
4. **Communication switching techniques;** Circuit switching, message switching, packet switching.



5. **Network reference models;** Network topologies, OSI references model, TCP/IP reference model, comparison of OSI and TCI reference model
6. **Data link layer design issue:** Services provided to the network layer, framing, error control, flow control, HDLC, SDLC, data link layer in the internet (SLIP, PPP).
7. **MAC sub layer:** CSMA/CD, IEEE standards, FDM, TDM, CDMA.
8. **The Network Layer:** Design Issues, Routing Algorithms: Optimality principled, shortest path routing, Concept of Internet Working.

SUGGESTED READINGS:

- Tanne, B.A. *Computer Networks* (PHI)
- Bansandra, S.K. *Computer Today* (Galgotia)
- Black, U. *Data Communication System* (PHI)
- Stalling. *Data and Computer Communications* (PHI)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	-	3
CO3	1	1	2	-	1	1	2	3	2	1	2	2	1
CO4	1	1	1	2	3	1	-	1	2	1	3	3	2
CO5	2	1	2	1	1	2	2	-	2	2	2	2	-
Average	1.5	1.0	1.5	1.3	1.8	1.3	2.0	2.3	1.8	1.5	2.3	2.3	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Economics-V

Course Code: 1301514

Semester: 5th

Credits: -5

**L TP
5 0 0**

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

CO	Statement
CO1	Develop an understanding about economic growth and development.
CO2	Find out the distinction between developed and under developed economy.
CO3	Understanding the growth model and theories of growth which helps to develop the economy.
CO4	Use theory of planning in developing countries and use effective techniques.
CO5	Develop employability skills

Course content

Section A

Economic Growth and Development, Main Features of an Underdeveloped Economy,



Section B

Classical, Marxian and Schumpeter's Model, Neoclassical Model of growth, Poverty and Development: Amritya Sen's View.

Section C

Strategies of Economic Development: Balanced Vs Unbalanced Growth. Theory of Big-Push and Rostow's Theory of Stages of Growth

Section D

Theory of Planning in Developing Countries: Need, Objectives, Strategies and Problems of Planning, Price Mechanism and Planning. Choice of Technique, Export Promotion and Export Substitution Strategy

Practical Work: (Do any Two):-

Field Work/Village Studies/Village Trip/Case Studies of firms/Industry/Any Business Organisation.

SUGGESTED READINGS:

- Meier, G.M. (Ed.) (1964). *Leading Issues in Development Economics*, Oxford University Press, New York, pp. 3-47, 231-265, 464-496.
- Rostow, W.W. (1991). *Stages of Growth*, Cambridge University Press, pp. 1-92.
- Higgins, B. (1966). *Economic Development, Principles, Problems and Policies*, Central Book Depot, Allahabad, pp. 3-24, 85-143.
- Meier, G.M. & Ranch, J. E. (Ed.) *Leading Issues in Economic Development*.
- Nurkse. *Problems of Capital Formation in Underdeveloped Economies*. Oxford.

SUPPLEMENTARY READINGS

1. Todaro, M. *Economics Development in the Third World* (almost entire book).

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	-	2	1	1	2	2	2	1	1
CO2	2	1	1	1	2	1	2	3	-	2	2	1	3
CO3	-	1	2	1	1	1	2	3	2	2	2	2	2
CO4	2	1	1	2	3	1	-	1	2	1	3	3	-
CO5	2	-	2	1	1	2	2	2	2	2	2	2	1
Average	2.0	1.3	1.4	1.2	1.8	1.4	1.8	2.0	2.0	1.8	2.2	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name Sociology-V

Course Code: 1301515

Semester: 5th

Credits 5

Semester-V

L T P

5 0 0

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

CO	Statement
CO1	Understand the concept of Social problems.
CO2	Analyse causes of Poverty and Unemployment.
CO3	Evaluate forms & legislation of Domestic Violence.
CO4	Identify causes of Drug abuse & Alcoholism.
CO5	Elaborate causes& consequences of Farmer Suicide

Course content

Section-A

1. Social problems: Meanings, types, characteristics and features.
2. Causes of social problems

Section B

1. Traditional problems: Poverty, unemployment, problem of aging.

Section C

1. Drug Abuse, Domestic Violence, Dowry, Child abuse, farmersuicide

Section D

1. Field work on social problems in Punjab.

SUGGESTED READINGS:

- Konopka G.,(1963) *Social Group Work*, New Jersey, Prentice Hall.
- Trecker, H.B.(1975) *Social Group Work*, New York, Association Press.
- John Wile. Planning Commission, *Encyclopedia of Social Work in India*, New York.
- Perlman, R.& Gurin *Community Organisation and Social Planning*, New York, John Wiley.
- Madan, G.R. *Indian Social Problem*, Vol. I & II
-



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	1	1	2	3	2	1	2	2	1
CO4	1	2	2	2	3	1	1	1	2	1	3	3	1
CO5	2	1	2	1	1	2	2	1	2	2	2	2	3
Average	1.6	1.4	1.6	1.4	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of English (Elective Course)

Course Code: 402106

Semester: 5th

Credits:02

**L T P
2 0 0**

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

CO	Statement
CO1	Interpret the basic nature of English language and its relation to disciplinary knowledge.
CO2	Apply pedagogical approaches of teaching of English in different class room settings.
CO3	Understand the pedagogy of English language.
CO4	Participate in classroom discussion with emphasis on describing the situation to develop communication skills including fluency, expression sequencing, accuracy, vocabulary and pronunciation
CO5	Employ the rules of grammar and patterns of intonation

Course content

Section-A

1. Language and Society: Language and Gender; Language and Identity; Language and Power; Language and Class(Society).
2. Language In School: Home language and School language; Medium of understanding (child’s own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- Course and language as a means of learning and communication; Critical review of Medium of Instruction; Different school Courses as registers; Multilingual classrooms; Multicultural awareness and languageteaching.
3. Role Of English Language In The Indian Context: English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of



Section-B

1. Different Approaches/Theories to Language Learning and Teaching (MT&SL) Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching. Western thoughts on language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thoughts on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).
2. A Critical Analysis of the Evaluation of Language Teaching Methodologies: Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach(inter-disciplinary).

Section-C

1. Grammar in Context; Vocabulary In Context
2. Acquisition of Language Skills: Listening & speaking.
3. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

SECTION-D

1. Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.
2. Linguistic System: The classification of speech and sound; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

SESSIONAL WORK

- Prepare a report on the challenges faced by the English teachers and the learners in the teaching-learning process
- Analysis of advertisements aired on radio/television on the basis of language and gender
- Discuss how the role of English has been changed in the twenty first century in groups.

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.
- 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.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	2	1	3	2	3	3	2	2	1	1
CO2	2	2	2	1	2	1	1	1	2	1	2	-	2
CO3	2	-	-	1	2	1	2	2	1	2	3	1	2
CO4	1	1	2	3	-	2	2	2	2	2	2	2	3
CO5	1	2	2	2	3	2	1	-	2	1	3	2	1
Average	1.4	1.6	1.6	1.8	1.8	1.8	1.6	1.8	2	1.6	2.4	1.4	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



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

CO	Statement
CO1	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੋਸ਼ਲਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ) ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO3	ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
CO4	ਪਾਠਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
CO5	ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course content
ਇਕਾਈ 1

ਅਧਿਆਪਨ ਯੁਗਤਾਂ :

ਭਾਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰਕਿਰਿਆਵਾਂ, ਵਿਲੇਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ ।

ਪਾਠ ਸਮੱਗਰੀ : ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ, ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
2. ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਾਤਭਾਸ਼ਾ ਦਾ ਬਚੇ ਦੇ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚਮਹੱਤਵ।

ਇਕਾਈ 2

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
2. ਉਚਾਰਨ ਅੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ ਕੋਈ ਦੋਕਿਰਿਆਵਾਂ)
3. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।
4. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅੱਧ ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।

ਇਕਾਈ 3

- 1 ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਪਾਠਪੁਸਤਕ ਮਹੱਤਵ, ਵਿਸਤਾਰਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- 2 ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ ।
- 3 ਮਾਤ੍ਰਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਇਕਾਈ 4

- 1 ਵਰਨ ਬੋਧ, ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂਮਾਤਰਾਂ, ਲਗਾਏ, ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ।
- 2 ਬਦ ਬੋਧ, ਬਦਾਂ ਦੇ ਭੇਦ, ਬਦ-ਣੀਆਂ, ਸਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਬਦ, ਬਹੁਤੇ ਬਦਾਂ ਦੀਥਾਂ ਇੱਕ ਬਦ, ਬਹੁਅਰਥਕ ਬਦ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :

- 1 ਨਿਰਧਾਰਤ ਪਾਠਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਤੱਕ)
- 2 ਉਗ੍ਰਾਤ; ਵਜਰਾ ਰਿ ਰਅਕ ਗਵਜਫ; ਕ ਜਅ ਥਅਪ; ਜਤੀ (34 ਬ੍ਰਹਮਕਤ) ਜਅਵਰ ਸਚਅਹਲਜ ; ਅਪਚਪਕ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਬਦ ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸਾਪ।
- ਸਿੰਘ, ਜੀ. ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਪ. ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ,
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਮ. ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼
- ਸੰਘਾ, ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਜ਼ਚੁਰੀ ਪਬਲੀਕੇਸ਼ਨਜ਼



- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ : ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਨਗ
 - ਪਦਮ, ਪਿਆਰਾਸਿੰਘ(1969).ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮਸੰਦਰ ।
- ਪੰਜਾਬੀਭਾਸ਼ਾ,ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	2	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	2	1	2	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	1	1	2	1	3	1	2
Average	1.2	1.6	1.8	1.6	1.8	2	1.6	2.2	2	1.4	2.2	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Hindi (Elective Course)

Course Code: 402108

Semester: 5th

Credits:02

**L T P
2 0 0**

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

CO	Statement
CO1	हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
CO2	हिंदी भाषा के सिद्धांत और सूत्रों समझ सकेंगे
CO3	हिंदी भाषा के विभिन्न कौशलों का प्रयोग कर सकेंगे
CO4	पाठ-योजना और शिक्षण अधिगम सामग्री तैयार कर सकेंगे
CO5	हिंदी भाषा में कविता, निबंध,. नाटक इत्यादि पर मौलिक रचना कर सकेंगे

Course Content

इकाई (क)

भाषा का स्वरूप

- हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ
- हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
- भाषा की भूमिका- समाज में, विद्यालय में, तथा शिक्षा के माध्यम के रूप में ।
- हिंदी शिक्षण के सिद्धान्त और सूत्र ।

इकाई (ख)

भाषयी दक्षतायें/कौशल-

क. श्रवण कौशल- अर्थ, उद्देश्य, विकसित करने की विधियाँ ।

ख. मौखिक अभिव्यक्ति - अर्थ, उद्देश्य, गुण, विधियाँ ।

ग. पठन कौशल - अर्थ, उद्देश्य (कहानी, कविता) ।

घ. लेखन कौशल - अर्थ, उद्देश्य, सोपान एवं विधियाँ (निबन्ध, पत्र, रिपोर्ट लिखने का अभ्यास)

इकाई (ग)

क. सहायक शिक्षण सामग्री - अर्थ, उपयोगिता, प्रकार- पत्रिकाओं, समाचार पत्रों, रेडियो तथा कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग ।

ख. पाठ योजना- अर्थ, महत्त्व, उद्देश्य, सोपान

प्रायोगिक कार्य

क. अंग्रेजी तथा क्षेत्रिय भाषा के अनुच्छेद का हिंदी में अनुवाद ।

ख. अपनी पसंद की किसी निम्न में से किसी एक साहित्यिक विद्या पर तीन मौलिक

रचनाएँ (कविता, लघु कथा, निबंध नाटक, सम्वाद) ।

पुस्तक सूची :-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण नई दिल्ली : घतपटसय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि जालन्धर: पंजाब किताब घर
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदरजबराड़,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन नईदिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण मेरठ: लायल बुकडिपो,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना:दिल्ली,
- शर्मा, ज्योति भनोट, अग्रोन मुख हिन्दी शिक्षण लुधियाना: पुस्तक सदनटण्डन पब्लिककशन

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	3
CO3	2	1	2	2	2	1	2	3	1	2	2	1	2
CO4	2	1	2	1	2	1	2	3	2	1	2	2	1
CO5	1	3	1	2	3	1	1	1	2	1	3	2	2
CO6	2	2	3	1	2	1	1	1	1	1	2	2	1
Average	1.5	1.6	1.8	1.5	1.8	1.5	1.5	1.8	1.5	1.3	2	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Gain knowledge of various teaching methods.
CO2	Develop understanding of the relationship of Social Science with other courses
CO3	Elucidate the nature of Social science as a school Course
CO4	Enhance the professional skills to teach social studies
CO5	Impart the social skills among the learners

Course content

SectionA

1. Historical development of Social studies as a school Course, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science and Natural Science
2. Integration of Social studies with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Social Studies in General and Elementary(6-8th class) and Secondary (9-10 class) Level in light of NCF-2005

SectionB

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method, story telling method
2. Devices and Techniques of Teaching.
3. Field Trip, Assignments, questioning, Illustration, Exposition explanation, Narration and description.

SectionC

1. Social Studies curriculum, Meaning, Need & Importance, Principles of curriculum Construction.
2. Qualities of Social Studies Teacher, Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only)

SectionD

1. Social studies text book need, importance and qualities.
2. Earth in the Solar system, What, where and how pedagogical analysis
3. Modern India:- Rise of Nationalism, Swadesi & Boycott, Movement, Non-Cooperation Movement, Civil-Disobedience movement.



Suggested Activities: Internal Work

1. Qualitative Analysis of schooltextbook of Social studies/Sciences of PSEB/CBSE/NCERT
2. PowerPoint presentation based seminar on the contributions of any one eminentSocial reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami DayanandSaraswati, VinobaBhave, Abraham linkon, Mahatma JyotiRaoPhule, YousafzaiMalala, KailashSatyarthi, Nelson Mandelaetc.

Continuous Assessment:

Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

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.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies* Boston: D.C. Herth and Co.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	3	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	1	3	2	2	2	2	2
CO5	1	2	1	2	3	2	1	1	2	1	3	3	3
Average	1.2	1.4	1.2	1.8	1.8	1.8	1.4	2	1.6	1.6	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Economics (Elective Course)

Course Code: 402110

Semester: 5th

Credits:-02

LTP

200

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

CO	Statement
CO1	Express historical evolution of economics and its important in life.
CO2	Understand current issues and trends related to teaching of Economics.
CO3	Use various skills, techniques and strategies of teaching of economics.
CO4	Discuss unit plans and lesson plans on various topics and present them effectively.
CO5	Interpret and discuss the role and value of agriculture economics and its importance.

Course content

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as a challenge

Suggested Activities:

- a. Preparing mock budget of their home/school for a financial year
- b. PowerPoint presentation based seminar on the contributions of any one eminent Economist: Contribution of eminent Indian and Foreign Economists towards Economics : Chanakay (Kautilay), Amartya Sen, Adam, Smith, Marshal and Pigou

Continuous Assessment:

Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

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. and 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.
- 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



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	3	3	2	1	2	1	2	2
CO2	2	2	1	2	1	2	1	1	1	2	2	1	2
CO3	2	2	2	1	3	3	2	3	2	2	2	2	1
CO4	2	1	2	1	2	1	2	3	1	2	2	2	2
CO5	1	2	2	2	3	2	1	2	2	1	3	3	2
Average	1.8	1.8	1.6	1.4	2	2.2	1.8	2.2	1.4	1.8	2	2	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of History (Elective Course)

Course Code: 402111

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Analyze the concept and scope of teaching of History
CO2	Explain the interaction of history with other Courses.
CO3	Understand the Aims& objectives of History according to NCF-2005 and define the courseof consequence of world war and setting up of UNO
CO4	explain qualities of History teacher.
CO5	Write the values such as social, cultural and national, in curriculum of history.
CO6	Discuss pedagogical analysis of Harappa civilization, Guptas age, Ashoka etc.

Course content

SectionA

1. Concept, Importance and scope ofHistory.
2. Integration of History with Art, Literature, Geography, Economics, Civics,Science.
3. Aims and Objectives of teaching History in General at Elementary(6-8th class) and Secondary (9-10 class) Level in light ofNCF-2005

SectionB

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion Method, Field Trips and Excursions, Cooperative learningMethod.
2. Devices and Techniques of Teaching: Narration, Explanation,



Section C

1. Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF2005
2. Inculcation of values such as social values, cultural values and national values through History Curriculum
3. Qualities of History Teacher , Professional development of History Teacher (Concept, need and ways of professional development)

Section D

1. Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
2. The First World War: Causes and its consequences
3. The Second World War: Causes and its consequences, setting up of UNO

Suggested Activities: Internal Work

- a. To arrange a visit to a historical place and write a report of the same
- b. Power Point presentation based seminar on the contributions of any one eminent Social reformists: Raja Ram Mohan Rae, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, Nelson Mandela etc.

Continuous Assessment: Assessment will be based on tutorials (seminars, projects etc) tests & assignments:

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*. 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, NewDelhi
- 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, NewDelhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	3	3	2	2	1	1	1	2	2
CO2	3	2	1	2	1	2	3	1	2	2	2	1	2
CO3	2	1	2	1	2	1	3	3	2	2	2	1	1
CO4	2	1	2	3	1	2	2	3	2	1	2	2	1
CO5	1	2	1	2	3	2	1	2	2	1	3	3	2
CO6	2	2	3	1	3	1	3	1	2	1	2	2	2
Average	2	1.5	1.8	1.8	2.1	1.8	2.3	2	1.8	1.3	2	1.8	1.9

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Geography (Elective Course)

Course Code: 402112

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Understand the nature of geography.
CO2	Gain insight into the general aims and specific objectives of teaching geography.
CO3	plan lessonsSkillfully based on different approaches to facilitate learning of geography
CO4	AnalyzeCritically his/her role as faciator in enhancing learning of geography in the realclass-room situation.
CO5	Explore the use and relevance of different learning resources and materials

Course content
Section A

1. Meaning, Nature, scope and importance of Geography as a schoolCourse.
2. Understanding Geography in relation to History, Arts, Economics,Mathematics, languages andScience.
3. Aims and Objective of Geography in general of at Elementary and SecondaryLevel.

Section B

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learningMethod
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming, Questioning device, Excursion andSimulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child’s knowledge and local knowledge with the text book

Section C

1. Critical analysis of existing curriculum of Geography at Secondary School level inlight of NCF2005
2. Development of problem solving ability, Critical thinking and social skillsthrough geographycontent
3. Professional development of Geography Teacher – concept, need and ways of professionaldevelopment

Section D

1. landforms formed by River, Glacier,Wind,
2. Composition and structure ofatmosphere

3. Factors affecting climate of a region

Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

SUGGESTED READINGS:

- National Curriculum Framework. (2005). NCERT, New Delhi Position Paper by National Focus Group on Teaching of Geography
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London*: Sage Publications.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	2	2	1	3	2	2	1	2	1	2	2
CO2	1	2	1	2	1	2	3	1	2	2	2	1	2
CO3	2	1	2	1	2	2	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2	1
CO5	1	2	1	2	3	2	1	1	2	1	3	3	3
Average	1.4	1.8	1.6	1.6	1.8	2	2	2	1.6	1.6	2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Political Science (Elective Course)

Course Code: 402113

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Develop the understanding of the concept of political Science.
CO2	Classify and make the use of different teaching aids.
CO3	Interpret the aims and objectives of teaching of political science.
CO4	Develop the teaching skill
CO5	Employ the political theories in different type of social settings

Course content

SectionA

1. Meaning, Nature, Scope and importance of Political Science as a Course.
2. Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.
3. Recent trends in Political Science.

SectionB

1. Aims and objectives of Teaching of Political Science in general of at Senior Secondary level.
2. Criteria for framing objectives of Teaching of Political Science.
3. Difference between Objectives and aims of teaching of Political Science.

SectionC

1. Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.P.T. and charts).
2. Preparation and maintenance of records – Time table, Attendance Register and students' cumulative record card.

Section D

1. SAARC- Formation and activities
2. Indian constitution: Preamble, features and structure of parliament and judiciary.

INTERNAL PRACTICAL

Preparation of Attendance sheet, Time table and format of Cumulative Record card

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
- Singh, Gurmit (2008). *Wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	1	3	2	1	1	2	1	2	2
CO2	1	2	2	1	1	2	1	2	2	2	2	1	1
CO3	2	1	3	1	2	1	2	3	1	2	2	1	2
CO4	2	1	2	1	2	1	2	3	2	2	2	2	2
CO5	2	3	2	2	3	3	1	1	2	1	3	3	1
Average	1.8	1.6	2.2	1.4	1.8	2	1.6	2	1.6	1.8	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Commerce (Elective Course)

Course Code: 402114

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Analyze Commerce / business issues in the international contexts.
CO2	Use Basic banking terms.
CO3	Demonstrate knowledge, Understanding and application in commerce and entrepreneurship.
CO4	Development of skills and competencies in knowledge
CO5	Take initiative to participate in developing business plan.
CO6	Develop work ethics as important components in commerce and entrepreneurship education as well as in teaching profession.

Course Content

Section A

1. Meaning and nature of commerce.
2. History of India's Freedom Movement in Commerce
3. Constitutional obligation, India's common cultural heritage.
4. Need and importance of Teaching & Learning of Commerce
5. Structure of commerce as a Course
6. Correlation of Commerce with Economics, Mathematics, Geography, Social Science.
7. Place of Commerce in school curriculum.
8. Importance of Commerce in daily life.

Section B

1. General aims and objectives of teaching Commerce.
2. Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
3. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives.
4. List of Instructional objectives in Behavioural terms.

Section C

Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem

solving method, Simulation and role playing Techniques: Review, Field work, interview

Section D

Lesson Planning

Unit Analysis, Content Analysis and Task Analysis ; Planning daily lesson plan; Unit plan- Steps, format, advantages of unit planning ; Difference between Unit Plan and LessonPlan

SESSIONAL WORK

Visit to banks, insurance house, trade centers, companies & other business house Collection of business documents, newspaper and magazines articles and analyze

SUGGESTED READINGS

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach* (2nd ed) UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi: Doaba House
- Kochhar, S.K., (1997). *Methods and Techniques of Teaching*. Sterling Publishers Pvt.Ltd.
- Chauhan S.S (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). *Techniques of Teaching*, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	1	3	2	2	1	2	1	2	1
CO2	1	2	3	2	1	2	2	1	2	2	2	1	1
CO3	2	1	3	1	2	1	2	2	1	2	2	1	3
CO4	1	1	2	1	3	1	2	3	2	2	2	2	2
CO5	1	3	2	2	3	3	1	1	2	1	3	3	2
CO6	2	1	2	1	1	2	2	3	2	2	2	2	3
Average	1.5	1.5	2.3	1.5	1.8	2	1.8	2	1.6	1.8	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Mathematics (Elective Subject)

Course Code: 402115

Semester: 5th

Credits:-2

L	T	P
2	0	0

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

CO	Statement
CO1	Develop insight into the concept, meaning, nature, scope and objectives of mathematics as life skills.
CO2	Learn importance of mathematics: mathematics is more than formulas and mechanical procedures.
CO3	Appreciate the importance of mathematics laboratory in teaching mathematics;
CO4	Stimulate curiosity, creativity and inventiveness in mathematics;
CO 5	Develop competencies for teaching learning mathematics through various measures.
CO 6	Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes

Course content

Section A

1. Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata.Ramanujan.
2. Nature of mathematics, relationship with othersubjects.
3. Values of teaching mathematics & places of mathematics inschool.
4. Aims & objectives of teaching mathematics at secondary schoolstage.

Section B

1. Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic, Lecture Methods withexamples.
2. Problem-solving: Definition, importance of problemsolving.
3. Teaching aid:- Classification need andimportance.

Section C

1. Fixing devices: Oral, written, drill, home work, questioning, supervised study &Self study.
2. A. Diagnosing basic causes for difficulties in mathematicslearning.
A. Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating thestrategies.

Section D

1. Arithmetic:-
Number system (Knowing the Numbers, Natural, Whole Numbers, Integers, Rationals, Irrationals & Real numbers), Exponents (Surds, squares, cube, square



root & cube root), Profit & Loss, Simple & Compound Interest and Discount; Ratio and Proportion

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

Internal Practical

Development of a learning aid on any topic in mathematical and procedure for using:-

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 BookDepot
- N.C.E.R.T. Text Books 6th to 10th Standard.
- Banga, Chaman Lal (2012). *Teaching of Mathematics*, Shipra
- James, Anice (2005). *Teaching of Mathematics*, Neel kamal

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	3	2	2	1	2	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	3	1	2	3	4	1	1	2	1	3	3	2
CO6	2	1	2	1	1	2	2	3	2	2	2	2	1
Average	1.5	1.5	1.5	1.3	1.8	2.1	1.6	2.1	1.6	1.6	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Science (Elective Course)

Course Code: 402116

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Appreciate science as dynamic and expanding body of knowledge
CO2	Identify and formulate aims and objectives of teaching of science
CO3	Use various approaches and methods of teaching of science
CO4	Construct the blue print of an achievement test
CO5	Analyze the curriculum and Course content pedagogically

Course content

SectionA

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioural terms (Magers approach and RCEM approach).

SectionB

1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

SectionC

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blueprint.

SectionD

1. Force and its types, Circulatory system, Metal and non-metals-physical and chemical properties..
2. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion.
3. Food chain and food web.

INTERNAL PRACTICAL

1. Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.

2. Preparation of a blue print and construction of test items for Achievement test inscience.

SUGGESTED READINGS:

- Das , R.C. (1992). *Science Teaching in School*.New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*.Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli, V.K. (2006). *How to Teach Science* Ambala: Vivek Pub.2006. Mangal, S.K. (1997). *Teaching of Science* New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching* New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi: SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	3	1	3	2	2	3	1	1	2	2
CO2	1	2	1	2	1	2	1	3	2	3	2	1	2
CO3	3	1	3	1	2	1	2	3	2	2	2	1	1
CO4	1	1	2	1	2	1	2	3	3	1	2	2	1
CO5	1	2	1	2	3	1	2	1	3	1	3	3	3
Average	1.6	1.4	1.6	1.8	1.8	1.6	1.8	2.4	2.6	1.6	2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Home Science (Elective Course)

Course Code: 402117

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Develop understanding on the nature of home science
CO2	Integrate the knowledge of home science in the sphere of life
CO3	Demonstrate the ability to apply the various strategies of home science
CO4	Evaluate Critically the existing curriculum of home science Course at school level
CO5	Apply various approaches and methods of teaching of home science.
CO6	Analyze different pedagogical issues in teaching of home science.

Course content

SectionA

1. Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
2. Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

SectionB

1. Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulation of
2. Specific objectives in behavioural terms (Magers approach and RCEM approach).
3. Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

SectionC

1. Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

SectionD

1. Food, its constituents, functions and sources.
2. Care and maintenance of cotton, wool and silk.
3. Guidelines for making flower arrangement and rangoli.

Practical work: Any two

1. Flower arrangement and rangoli
2. Visit to an industry related to food processing/ home decoration and report writing.
3. Activities for aesthetic development.



SUGGESTED READINGS:

- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. Anmol Publications, New Delhi
- Bhargava, Priya (2004). *Teaching of Home Science*. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. Sterling Publisher, New Delhi
- Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994). *Teaching of Home Science*, Parkash Book Depot, Ludhiana
- Mago, Neelam: *Teaching of Home Science*. Tandon Publications, Ludhiana
- Seshaiyah, Ponnana Rama (2004). *Methods of Teaching Home Science*. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*, A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena, B.M (2012). *Teaching of Home Science* R. Lall Book Depot, Meerut.
- Grover, Meenu (2012). *Teaching of Home Science*, Saurabh Publishing House, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	2	2	3	1	2	1	2	1
CO2	2	1	1	2	1	2	1	1	2	2	2	2	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	1	1	2	2	2
CO5	1	1	2	2	3	1	2	1	2	1	3	2	1
CO6	2	1	2	1	3	2	2	1	3	2	2	2	2
Average	1.6	1	1.6	1.5	2.1	1.5	1.8	2	1.6	1.6	2	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Teaching of Physical Education (Elective Course)

Course Code: 402118

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Demonstrate the skills necessary to participate in sports activities
CO2	Apply the cognitive abilities of curriculum of physical education in order to maintain the lifelong fitness
CO3	Develop the understanding on the value of health and physical fitness
CO4	Apply the effective ways of teaching-learning process for teaching of physical education
CO5	Analyze the different situations and time value through the participations in activities

Course content

Section A

1. Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
2. Need and Importance: Health and Physical Education program in school curriculum.
3. Relationship: Health and Physical Education with General Education, Sociology and Psychology.

Section B

1. Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities. Health and Physical Education
2. Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education
3. Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

Section C

1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

Section D

1. Warming Up: Meaning, Importance of Warming and Cooling Down
2. First Aid: Meaning, Need and Principles.
3. Recreation Program: Significance of Recreation Programs in
4. School. Rules and Regulations:
Games: (a) Badminton (b) Volleyball

Internal Practical:

4. To help in conduct and organization of annual sports meet of the college.
5. (a) Types of Track Events.
(b) Rules and Regulations:
Athletics: (i) Shot Put (ii) Long Jump

SUGGESTED READINGS:

- Atwal and Kansal, (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher.
- Voltmeter, F.V. and Esslinger, A. E. (1964). *The Organisation and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). *Foundations of Physical Education*, New York: Mosby and Company.
- Kamlesh, M. L. (1983). *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	1	1	2	2	2	1	1
CO2	2	2	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	1	2	2	3	2	1	2	2	2
CO4	2	1	1	2	3	1	1	1	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	3	2	2	2	1
Average	1.6	1.4	1.4	1.4	1.6	1.6	1.6	1.8	2	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Fine Arts (Elective Course)

Course Code: 402119

Semester: 5th

Credits: 02

L	T	P
2	0	0

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

CO	Statement
CO1	Demonstrate artistic skills to teach various concepts and school Courses
CO2	Get an employment opportunity as an artist
CO3	Develop the understanding of personal and professional skills of art teacher
CO4	understand concept in aesthetic and application domains of fine arts
CO5	Develop ability to teach effectively and creatively

Course Content

Section A

1. What is Art : Concept, Importance and Scope of Art
2. Origin and development of art in India with special reference to pre-historic and Mughal Period.
3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
4. Principles of teaching Fine Arts.

Section B

1. Importance of Exhibitions & Competitions in encouraging creative Expressions among Students
2. Principles of curriculum construction at secondary level.
3. (a) Importance of art Room , its organization and various requirements.
(b) Art criticism and aesthetic judgment in evaluating art objects.
4. Contribution of Artists: Sobha Singh, Amrita Shergill, Rabinder Nath Tagore, Satish Gujral

Section C

1. Qualities and professional competencies of fine art teacher.
2. Methods and Techniques of teaching Fine Arts:
 - a. Lecture cum Demonstration method.
 - b. Direct Observation method.
 - c. Method of Imagination and Free Expression.
3. New trends in teaching of Fine Arts.

Section D

1. Art as an occupation.
2. Design- Its meaning & types.
3. Colour- Types and effects



INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18’X22’
 - (b) One utility item.
 - (c) Size-½ Imperial Size Sheet.
- I. Landscapes -2

II. Design –2

SUGGESTED READINGS:

- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*
- Lowenfeld Viktor. *Creative and Mental Growth*
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
- Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback] Shelar, Sanjay. *Still Life*. JyotsnaPrakashan

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	2	1	2	3	1	2	2	2	1
CO4	2	2	1	2	3	1	2	1	2	1	3	3	2
CO5	2	2	2	1	1	3	2	2	3	2	2	2	2
Average	1.8	1.6	1.4	1.2	1.8	1.6	1.8	2	1.8	1.8	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Computer Science (Elective Course)

Course Code: 402120

Semester: 5th

Credits:-02

LTP

2 0 0

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

CO	Statement
CO1	Develop understanding on the different part of computer system
CO2	use various skills, techniques and strategies for the teaching of computer science.
CO3	Enhance the computer skills through the use of computer
CO4	Demonstrate the competence skills in computer
CO5	Analyze the content of teaching of computer science

Course content

Section A

1. Introduction; computing needs; Generations of Computers; Principles of computing; Techniques of computing;
2. Hardware & Software; Programming logics and learning strategies; Values of learningComputers

Section B

1. Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in ComputerScience
2. Scope of Computer Science – Relation with other Sciences and its uses in day to daylife.

Section C

1. Aims and Objectives of teaching Computer Science at differentlevels
2. Blooms taxonomy of Educationalobjectives
3. Instructional objectives withspecifications

Section D

1. Strategies : Team teaching ,lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, programd learning, CAL, Web based learning
2. Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization andimportance
3. Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of LessonPlan.



4. Critical analysis of Teaching aids and their applications in instruction and learning
5. Preparation and presentation of slides for teaching any topic at the school level.

SUGGESTED READINGS:

- Agarwal J. C. (2006). *Essential of educational technology*. Teaching and Learning New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot
- Haseen Taj. (2006). *Educational Technology*. H.P.Bhargava Book House, Agra
- Haseen Taj. (2008). *Current challenges in Education*. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). *Educational Technology: Expanding our vision*. Delhi: Authors Press.
- Mohanty, L. (2006). *ICT strategies of schools*. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). *Introduction of educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education* Delhi: Surjeet Publications.
- Sharma, R.A. (2008). *Technological foundation of education* Meerut: R. Lall Books.
- Depot Singh, Y.K. (2009). *Teaching Practice* New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanle, R. (1985) *Computer instruction: Methods and development*. NJ: Prentice Hall.
- Stone, E. (1996). *How to use Microsoft access*. Californi: Emergy ville.
- Vanaja, M. (2006). *Educational Technology* Hyderabad: Neelkamal Publications Pvt

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	1	1	2	2	2	1	2
CO2	2	1	2	1	2	1	2	3	1	2	2	1	2
CO3	3	1	2	1	3	1	2	3	3	1	2	2	2
CO4	1	2	3	2	3	1	3	1	2	1	3	3	3
CO5	2	1	2	3	1	2	3	1	3	2	2	2	1
Average	1.8	1.4	2	1.8	2	1.4	2.2	1.8	2.2	1.6	2.2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Agriculture (Elective Course)

Course Code: 402121

Semester: 5th

Credits: - 02

L	T	P
2	0	0

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

CO	Statement
CO1	Analyze concept of agriculture at the different levels and in different context.
CO2	Use basic methods and techniques at the different levels.
CO3	participate in development of agriculture plan,
CO4	Demonstrate positive attitude regarding agriculture implements.
CO5	Develop work ethics as important components in agriculture and knowledge different typeof crops.
CO6	Use natural resources in agriculture production.

Course content

Section A

1. Meaning and Scope ofAgriculture.
2. Aims of Teaching Agriculture and its Place in the SchoolCurriculum.
3. Correlation of Agriculture with Economics, Geography, Ecology andBiology.

Section B

1. Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project andobservation.
2. Lesson Planning, unitplanning
3. Types and use of various agriculturalimplements.

Section C

1. Brief History of Agriculture in Punjab after greenrevolution.
2. Knowledge about sowing of Rabbi and Kharif crops inIndia.

Section D

1. Soil: Type, Formation, Soil Fertility, Soil Conservation.
2. Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements &Tools.
3. Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and PhosphaticManures.



Internal Practical/ SESSIONAL WORK

Prepare a scrapbook with different seeds, leaves and their properties.

SUGGESTED READINGS:

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). Characteristics of beginning agriculture teachers and their commitment to teaching. *Journal of Agricultural Education*, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Program of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.
- Handbook of Agriculture. Indian Council of Agriculture Research, New Delhi (2011)
- Aretas, lol.N. (2012). *The Teaching of Agriculture*. General Books:
- Sherkara, P.C (2016) Paermers Handbook on Basic Agriculture. Desai fruits and vegetables Pvt. Ltd. Navsari Gujrat

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	3	1	2	1	2	3	1	2	2	2	1	1
CO2	2	1	3	1	2	1	2	3	2	2	2	1	2
CO3	2	1	2	1	3	1	2	3	2	2	2	2	2
CO4	1	2	3	2	3	1	3	1	2	2	3	3	2
CO5	3	1	2	3	1	2	2	1	3	2	2	2	1
CO6	2	1	2	1	2	3	2	3	2	2	2	1	2
Average	2	1.6	2.2	1.8	2	1.4	2.4	1.8	2.2	2	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Music (Elective Course)

Course Code: 402122

Semester: 5th

Credits:-02

L T P
2 0 0

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

CO	Statement
CO1	Develop understanding on the different concepts of music industry
CO2	Enhance the skills in teaching of music
CO3	Elaboratethe skills to play instruments Tanpura, Tabla, Sitar.
CO4	Understand the key pins in teaching music
CO5	Apply the theoretical knowledge to identify the teaching techniques of music



Course content

Section A

1. Historical development of Music and Musical instruments from Ancient times to Modern Times;
2. Aims & objectives of teaching of music, importance of Music in daily life.
3. Music Curriculum construction
4. Indian Classical Music in educational institutions – Its importance, popularization.

Section B

1. Methods of teaching music
2. Relationship of music with other Courses.
3. Voice-culture & larynx

Section C

1. Writing a lesson plan, unit plan – concept, procedure, importance.
2. Evaluation in Music

Section D

1. Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
2. Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

Internal Practical

- a) Preparing a scrap book on any two famous Musicians and their contribution.
- b) Recitation of National Anthem.

SUGGESTED READINGS:

- Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications. Saryu Kalekar - Teaching of Music
- Panna Lal Madare - *Teaching of Music*. Madan
- P.L. – *Teachig of Music*. Awasthi, G.C.- Teaching of Music
- Garg, P.L. – *Sangeet Karlaya Hathras: Sangeet Visharad*
- Srivastava, G.C. – *Tabla Vadan, Part-1 and Part-2*



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	-	1	1	2	2	2	1	1
CO 2	1	2	1	2	1	-	2	3	1	2	2	1	1
CO3	2	1	2	1	2	1	2	3	2	2	2	2	3
CO4	2	2	3	2	3	2	1	2	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	2
Average	1.8	1.4	2	1.4	2	1.6	1.6	2	1.8	1.8	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation





Course Name: Teaching of Life Science (Elective Subject)

Course Code: 402123

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Gain insights on the meanings, aims and nature of Life Science.
CO2	Explain Life Science as dynamic and expanding body of knowledge.
CO3	Use various methods and approaches of teaching Life Science.
CO4	Stimulate curiosity amongst life science students.
CO5	Write unit plans and lesson plans for effective teaching learning process
CO6	Prepare as well as to select suitable instructional aids in teaching life science

Course Content

Section A

1. Life Science: Concept, importance and impact on daily life, correlation (intra-disciplinary, inter-disciplinary and with day to daylife)
2. Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching life science at secondary and senior secondary level.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEM approach).

Section B

1. Methods: lecture cum demonstration method, Scientific method, discussion method, Project Method, conceptmapping.
2. Approaches: Inductive & Deductive, Problem Solving approach, Cooperative Learning approach, experiential learning approach.
3. Scientific attitude: Concept, characteristics and role of science teacher in its development.

Section C

1. Lesson planning and Unit planning in life science: Meaning, importance and design. Planning and organization of laboratory experiences and group activities. Preparation of lesson plans in lifescience.
2. Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactiveboard.
3. Life science teacher: Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programs, role of reflective practices in professional development.

Section D

1. Components of food
2. Photosynthesis
3. Human Respiratory system
4. Human Digestive system

Internal Practical: Any two

- a) Contributions of eminent life scientists (any three)
- b) Preparation of any two models.
- c) Conducting and preparing action research report in life science during teaching practice.

SUGGESTED READINGS:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	1
CO3	1	1	2	1	1	1	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	1	1	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	1
CO6	2	2	2	2	3	2	1	2	2	1	1	1	1
Average	1.8	1.5	1.8	1.5	1.8	1.6	1.5	1.6	1.8	1.5	1.8	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
CO2	Acquaint pupil teachers with different methods and techniques of teaching of sociology.
CO3	Acquaint the pupil-teachers with different audio-visual aids & utilization techniques.
CO4	Integrate the knowledge drawn from various areas like History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
CO5	Develop the skills of preparing lesson plan & its presentation

Course content

Section A

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other Courses: Political Science, History, Literature (languages), Psychology and Geography
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

Section B

1. Methods of teaching
2. Modern techniques and Devices:
 - a) Assignment d) Seminars
 - b) Symposium e) Dramatization,
 - c) Illustration f) Questioning
 - (a) Lecture method (d) Source method
 - (b) Discussion method (e) Problem method
 - (c) Project method (f) Survey method
 - (d) Socio-metric technique
3. Sociology text-book- importance and qualities, Supplementary material: Magazines. Journals Newspapers, reference books

Section C

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Use of lesson plan in teaching of sociology.
3. Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.



Section D

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers:
Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

INTERNAL PRACTICAL

1. Writing a report on any social activity performed by the students.
2. Prepare a Project report on Indian Thinkers

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.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	3	2	1	2	2	1	1	2	2	1
CO2	2	3	2	2	3	2	2	1	2	3	2	2	2
CO3	2	2	1	2	1	2	1	2	1	1	2	2	2
CO4	2	1	2	3	1	2	3	2	2	3	2	1	1
CO5	1	2	3	1	2	2	1	1	3	2	2	2	2
Average	1.8	1.8	2	2.2	1.8	1.8	1.8	1.6	1.8	2	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Code: 402125

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Develop an understanding of aims and objectives of teaching of Public administration.
CO2	Critically analyze different methods and techniques of teaching of Public Administration.
CO3	Develop the skills of preparation of lesson plan and its presentation.
CO4	Understand the Role of ICT in Public Administration.
CO5	Develop the understanding of micro teaching skills.

Course content

Section A

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other Social Sciences; Politics Science, History, Psychology, Sociology, Geography, laws, Economics
3. Importance of teaching of public administration: Aims and Objectives With special reference to Bloomstaxonomy.

Section B

1. Difference between approaches, strategies and methods.
2. Types of approaches- Inductive, Deductive
3. Methods of teaching:
 - (a) Lecture method (d) Source method
 - (b) Discussion method (e) Problem method
 - (c) Project method (f) Survey method
4. Techniques and devices of teaching:
 - (a) Assignments (d) Seminars
 - (b) Symposium (e) Dramatization
 - (c) Illustration (f) Questioning
 - (d) Brain storming (h) quiz

Section C

1. Emerging areas of Public Administration: New public administration, new public



2. Lesson Plan: Need, importance and steps of writing it in teaching of public administration.
3. Micro Teaching- concepts and skills, Writing a instructional objectives, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board

Section D

1. Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization
2. Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
3. Role of ICT in Public Administration

INTERNAL PRACTICAL:

Preparation of report on the functioning of a village panchayat/ Municipal Corporation

SUGGESTED READINGS:

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers. Luxmi Kanth, M., *Public Administration* New Delhi: Tata Mcgraw Hills. Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration Ludhiana*: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, G. (2008). (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., *Teaching of History of Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	1	3	2	3	1	2	2	1
CO2	3	2	2	3	2	2	2	2	2	2	2	2	2
CO3	1	2	1	3	1	2	1	3	2	3	3	2	1
CO4	2	1	3	2	3	2	2	3	2	2	3	2	2
CO5	2	2	2	2	1	2	3	1	2	3	2	2	2
Average	2	1.8	2.2	2.4	1.8	1.8	2.2	2.2	2.2	2.2	2.4	2	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching Of Physical Science (Elective Course)

Course Code: 402126

Semester: 5th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Gain insight of the meaning and nature of Physical Science.
CO2	Express Physical Science as dynamic and expanding body of knowledge.
CO3	Identify and formulate aims and objectives of Physical Science teaching.
CO4	Use various methods and approaches of teaching Physical Science.
CO5	Construct a blue print of question paper in Physical Science.
CO6	Examine different pedagogical issues in learning Physical Sciences

Course content

Section A

1. Physical Science: Concept, importance and impact of physical science in daily life.
2. Aims and objectives of teaching physical science- Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEM approach).

Section B

1. Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
2. Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry based approach
3. Scientific attitude - Concept, characteristics and role of science teacher in its development.

Section C

1. Evaluating Learning in Physical Science-Concept, need, types and Steps.
2. Construction of objectives based test items, preparation of blueprint.

Section D

1. Pedagogical analysis of following topics in physical science.
2. Motion- Concept and types
3. Force and its types, Energy and its types
4. Chemistry in daily life- Food preservation, Medicine and clothing.



- Evaluation of Physics/Chemistry Text Book of anyclass.
- Preparation of any twomodels.
- Information about five journals contributing in the field of Physics/Chemistry.
- Construction of objectives based test on three topics of Physics/Chemistry.

SUGGESTED READINGS:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: ParkashBrothers.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: SterlingPublishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas PublishingHouse.
- Kalra, R.M. (2010). : *Science Education for Teacher Trainees*, New Delhi, PHILearning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: VivekPub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot:NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi:NCERT.
- Mohan,Radha(2007) *.Innovative Physical Science Teaching Method*, P.H.I., NewDelhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: DoabaHouse.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	1	2	2	1	1	2	1	2
CO2	1	2	2	3	1	2	1	3	2	3	2	2	1
CO3	2	3	1	2	1	3	3	2	3	1	1	1	2
CO4	2	1	2	3	2	2	3	2	2	3	2	2	2
CO5	2	2	3	2	1	2	1	2	2	2	1	2	2
CO6	1	2	1	2	1	2	1	2	1	2	1	2	2
Average	1.5	2	1.8	2.3	1.5	2	1.8	2.1	1.8	2	1.5	1.6	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name ਪੰਜਾਬੀ ਲਾਜਮੀ -VI

Course Code: 1301601

Semester:6th

L T P
5 0 0

Credit:-5

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

CO	Statement
CO1	ਨਰਿੰਦਰ ਕਪੂਰ ਦੀ ਪੁਸਤਕ ਬੂਹੇ ਬਾਰੀਆਂ ਦੇ ਲੇਖਾਂ ਨੂੰ ਪੜ੍ਹ ਕੇ ਸਮਾਜ ਬਾਰੇ ਸੇਧ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਸੱਦਾ ਪੱਤਰ ਤੇ ਵਿਆਹ ਸੰਬੰਧੀ ਇਸਤਿਹਾਰ ਲਿਖਣੇ ਸਿੱਖ ਜਾਣਗੇ।
CO3	ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੀਆਂ ਵਾਕਾਤਮਕ ਯੁਗਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
CO4	ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੀਆਂ ਜੁਗਤਾਂ ਮੇਲ ਅਤੇ ਅਧਿਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਭਵਿੱਖ ਵਿੱਚ ਦੁਕਵੀਂ ਵਰਤੋਂ ਕਰਨੀ ਸਿੱਖ ਲੈਣਗੇ।
CO5	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course content

ਭਾਗ-ੳ

1. ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ, ਬੂਹੇਬਾਰੀਆਂ।

- ਪਹਿਲੇਭਾਗ ਵਿੱਚ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਪੁਸਤਕ ਦੇ ਕਿਸੇ ਲੇਖ ਦੇ ਸਾਰ ਝਾ ਵਿਸ਼ੇ ਵਸਤੂ ਸੰਬੰਧੀ ਹੋ ਸਕਦਾ ਹੈ ਦੋ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇਵੇਂ ਦਿ ਆਰਥੀ ਨੂੰ ਇੱਕ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇਗਾ। ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
- ਦੂਜੇ ਭਾਗ ਵਿੱਚ ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪੰਜ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਹਰ ਪ੍ਰਸ਼ਨ ਦੇ ਅੰਕਾਂ ਦਾ ਹੋਵੇਗਾ।
੨੦ ਅੰਕ

ਭਾਗ-ਅ

2. ਟਕਸਾਲੀ ਭਾਸ਼ਾ, ਉਪ-ਭਾਸ਼ਾ, ਕਾਵਿ-ਭਾਸ਼ਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ। ੫ ਅੰਕ
3. ਸੱਦਾ ਪੱਤਰ, ਅਖਬਾਰ ਦੀ ਖਬਰ ਅਤੇ ਵਿਆਹ ਸੰਬੰਧੀ ਇਸਤਿਹਾਰ। ੫ ਅੰਕ
4. ਚਲੰਤ ਮਸਲਿਆਂ ਤੇ ਸਮਕਾਲੀ ਵਰਤਾਰਿਆਂ (ਸਿੱਖਿਆ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਰਾਜਨੀਤੀ ਅਤੇ ਮੀਡੀਆ ਦੇ ਪ੍ਰਯੋਗ ਬਾਰੇ) ਸੰਬੰਧੀ ਲੇਖ ਰਚਨਾ। ੧੦ ਅੰਕ

ਭਾਗ-ੲ

5. ਵਾਕਾਤਮਕ ਯੁਗਤਾਂ: ਮੇਲ ਅਤੇ ਅਧਿਕਾਰ (ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪਛਾਣ)। ੫ ਅੰਕ
6. ਕਾਰਕ ਅਤੇ ਕਾਰਕੀ ਸੰਬੰਧ (ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪਛਾਣ)। ੫ ਅੰਕ

ਪੁਸਤਕਸੂਚੀ:

- ਨਰਿੰਦਰਸਿੰਘਕਪੂਰ (੨੦੧੬), ਬੁਹੇਬਾਰੀਆਂ, ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ,ਚੰਡੀਗੜ੍ਹ।
- ਭਾਸ਼ਾਵਿਗਿਆਨਅਤੇਪੰਜਾਬੀਭਾਸ਼ਾਅਤੇਗੁਰਮੁਖੀਲਿਪੀ (2010), ਸੰਪਾਦਕਡਾ. ਪਰਮਜੀਤਸਿੰਘ, ਸੁੰਦਰਬੁੱਕਡਿਪੁਜਲੰਧਰ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਅਤੇਵੇਦਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ (ਭਾਗ-ਤੀਜਾ), ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਭਾਸ਼ਾਵਿਗਿਆਨਅਤੇਪੰਜਾਬੀਭਾਸ਼ਾ (2018), ਸੁਖਜਿੰਦਰਸਿੰਘਛੀਨਾ, ਜਗਪਾਲਸਿੰਘ, ਟਵੰਟੀਫਸਟਮੈਚੁਅਰੀ, ਪਟਿਆਲਾ
- ਭਾਸ਼ਾਵਿਗਿਆਨਅਤੇਪੰਜਾਬੀਭਾਸ਼ਾਅਤੇਗੁਰਮੁਖੀਲਿਪੀ , ਡਾ. ਕੁਲਬੀਰਸਿੰਘਕਾਂਗਨਾਨਕਪੁਸਤਕਮਾਲਾ, ਅਮ੍ਰਿਤਸਰ (1979)

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	2	3	2	3
CO2	1	2	3	1	-	2	1	1	2	2	2	-	1
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	-	2	1	2	2	2	3	2	1	2	2	-
CO5	1	2	2	2	3	1	1	-	2	1	3	3	3
Average	1.4	1.7	1.8	1.4	2	2	1.6	2.5	2	1.6	2.4	2	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-VI

Course Code: 1301602

Semester:6th

L T P

Credit:-5

5 0 0

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

CO	Statement
CO1	Display working knowledge of novel as a literary genre
CO2	Analyze the Indian writing and their structures and meanings
CO3	Identify and describe distinct characteristics of poetic forms
CO4	Communicate ideas related to the poems edited by Ambika Sen Gupta
CO5	Use process and principles of writing to frame reports and composition



Course content

Section A

1. The Guide a novel written by R.K.Narayan.

Section B

1. Selected College Poems (Orient Longman). Edited by AmbikaSengupta- The following poems from this book are prescribed:
 - i) A Prayer for My Daughter
 - j) The Kingfisher
 - k) The Road not Taken
 - l) Journey of the Magi
 - m) The Unknown Citizen
 - n) Night of the Scorpion
 - o) Punishment in Kindergarten.

Section C

1. a) Letter Writing
b) Report Writing
'The Written Word' by Vandana R. Singh (Oxford University Press, New Delhi, 2003)

Section D

5. Development of a Story from a given outline of 3-4 lines (Guided Composition).

SUGGESTED READINGS:

- 'Singh, V. R. (2007). *The Written Word*. Oxford University Press, New Delhi.
- Thieme, J. (2013). *RK Narayan*. Manchester University Press.
- Paranjape, M. (2003). "The Reluctant Guru": RK Narayan and The Guide. *South Asian Review*, 24(2), 170-186.
- Narayan, R. K. (2006). *The guide*. Penguin.
- Yeats, W. B. (1919). A Prayer for my Daughter. *Poetry*, 15(2), 59-62.
- Toker, L. (1999). W B. Yeats's "A Prayer for My Daughter": The Ironies of the Patriarchal Stance. *Connotations*, 9, 100-10.
- Frost, R. (1916). The road not taken.
- Frost, R., Cosgrove, J. O., & Untermeyer, L. (2002). The road not taken. *The road not taken: A selection of Robert Frost's poems*, 270.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	2
CO2	1	2	3	1	1	2	1	-	2	2	2	1	-
CO3	2	2	-	1	2	2	2	3	1	2	2	1	1
CO4	1	1	2	1	1	2	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	1	1	2	1	1	3	1
Average	1.4	1.4	1.6	1.4	1.6	2	1.6	2.2	2	1.4	1.8	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of English (Elective Course)

Course Code: 402206

Semester: 6th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Acquaintance with reading and writing skills.
CO2	Interpret the text with attention to ambiguity, and complexity
CO3	Explain different creative forms of English literature like poetry, prose and Drama.
CO4	Deploy the ideas of formulating questions, identify appropriate methods and engage ethically with sources
CO5	Use print media and ICT in teaching-learning.
CO6	Practice a deliberate writing process with emphasis on the various aspects of writing

Course content

Section A

1. 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.
2. 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.

Section B

1. Different Creative forms of English Language: Understanding different forms of literature



2. Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum.
3. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
4. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels.

Section C

1. Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programs; Radio, T.V.
2. Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Section D

1. 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.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reading and reflecting: Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
3. Feedback to students, parent's and teachers.

SESSIONAL WORK

- Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning

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.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	-	2	2	2	1	2	-	2
CO2	2	2	2	2	2	1	1	2	2	2	2	2	1
CO3	1	2	1	2	1	2	1	1	1	1	1	2	1
CO4	2	-	2	1	2	2	1	2	-	2	1	2	1
CO5	1	1	2	2	1	2	1	1	2	1	2	2	2
CO6	2	2	2	2	2	1	2	2	1	2	1	2	1
Average	1.7	1.7	2.0	1.8	1.7	1.5	1.3	1.7	1.5	1.5	1.5	1.8	1.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
CO2	ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO3	ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਵਿਆਕਰਨ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਬੱਚਿਆਂ ਦੀਆਂ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਦੂਰ ਕਰਨ ਦੇ ਤਰੀਕੇ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

ਇਕਾਈ 1

ਅਧਿਆਪਨ ਯੁਗਤਾਂ-

ਭਾਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰਕਿਰਿਆਵਾਂ, ਵਿਲੇਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ ।

ਪਾਠ ਸਮੱਗਰੀ :

- 1 ਕਵਿਤਾ ਪਰਿਭਾਸ਼ਾ, ਉਦੇ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
- 2 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ ਅਰਥ, ਉਦੇ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ।
- 3 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ ਉਦੇ, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।
- 4 ਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।

ਇਕਾਈ 2

- 1 ਪਾਠ ਯੋਜਨਾ ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇ, ਅਤੇ ਗੁਣ।
- 2 ਪਾਠਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
- 3 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਇਕਾਈ 3 :

- 1 ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।



- 2 ਭਾਗ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਖਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਣਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰ ਪ੍ਰਣ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
- 3 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇ, ਭਾਗ ਤਰੱਟੀਆਂ, ਦੋਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ।

ਇਕਾਈ 4 :

- 1 ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ, ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ।
- 2 ਰਚਨਾ, ਪੈਰ੍ਹਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :

ਸਲਾਨਾ ਪ੍ਰਣ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ।

ਭਾਗ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ।
- ਸਿੰਘ, ਜੀ. ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ।
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. | ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ।
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਪ. ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਮ. ਕ. (2009). ਪੰਜਾਬੀ ਭਾਗ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ।
- ਸੰਘਾ, ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ

ਅਕਾਦਮੀ

- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ



- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾਦਾਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਜ਼ਚਰੀ ਪਬਲੀਕੇਸ਼ਨਜ਼
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ. ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਨਗ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ । ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ ।

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	2	1	2	2	2	2	2	2
CO2	1	2	1	2	1	2	2	1	2	2	-	3	1
CO3	2	-	2	1	2	2	2	2	2	2	1	3	1
CO4	2	2	2	2	1	2	-	2	2	1	3	3	3
CO5	2	2	2	2	2	1	2	2	1	2	1	2	-
Average	1.2	1.8	1.8	1.8	1.4	1.8	1.2	1.8	1.4	1.6	1.6	1.8	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Hindi (Elective Course)

Course Code: 402208

Semester: 6th

Credits: 02

L T P
2 0 0

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

CO	Statement
CO1	सूक्ष्म शिक्षण और उसके विभिन्न कौशलों का प्रयोग कर सकेंगे
CO2	अनुवाद लेखन की आवश्यकता और महत्व को जान सकेंगे
CO3	हिंदी भाषा की विभिन्न विद्याओं का विश्लेषणात्मक अध्ययन कर सकेंगे
CO4	पाठ्यक्रम निर्माण के सिद्धांतों को जान सकेंगे
CO5	हिंदी भाषा में मूल्यांकन के लिए विभिन्न प्रकार के प्रश्न पत्रों का निर्माण कर सकेंगे

Course Content

इकाई (क)

1. सूक्ष्म शिक्षण कौशल - अर्थ एवं प्रक्रिया, कौशल (प्रस्तावना, अनुशीलन, प्रश्न, दृष्टांत व्याख्या, उददीपन परिवर्तन, पुनर्बलनकौशल)

ख. अनुवाद लेखन - अर्थ, महत्व तथा आवश्यकता ।

इकाई (ख)

प. कविता शिक्षण - माध्यमिक तथा उच्च माध्यमिक स्तर पर कविता शिक्षण के उद्देश्य, सोपान तथा विधियाँ ।

ख. गद्य शिक्षण - उद्देश्य, सोपान, विधियाँ ।

प. व्याकरण शिक्षण - महत्व, उद्देश्य, विधियाँ ।

इकाई (ग)

प. पाठ्यक्रम निर्माण के सिद्धांत

ख. पाठ्य-पुस्तक का महत्व एवं विशेषताएँ ।

प. हिंदी में मूल्यांकन- अर्थ, महत्व, प्रकार ।

घ. प्रश्न-पत्र निर्माण के सिद्धांत ।

प्रायोगिक कार्य

क. विभिन्न आधारों पर प्रश्न-पत्र का निर्माण -

(समस्या समाधान सृजनात्मक चिंतक वाले, समालोचन चिंतन वाले, कल्पनाशीलता वाले प्रश्न,



ख. किसी एक बाल-पत्रिका/बाल-पुस्तक की समीक्षा।

पुस्तक सूची:-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण नई दिल्ली : घतपटसय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि जालन्धर: पंजाब किताब घर
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदजर्बराइ,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन नई दिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण मेरठ: लायल बुकडिपो,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना:दिल्ली,
- शर्मा, ज्योति भनोट, अग्रोन मुख हिन्दी शिक्षण लुधियाना: पुस्तक सदनटण्डन पब्लिककशन

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO1
CO1	1	1	2	2	1	2	1	2	2	1	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	1	1	1
CO3	2	2	2	1	2	2	1	2	1	2	1	1	1
CO4	1	2	2	2	1	2	2	2	1	1	3	3	3
CO5	1	2	2	2	2	1	1	2	-	2	1	2	1
Average	1.2	1.8	1.8	1.8	1.4	1.8	1.2	1.8	1.4	1.6	1.6	2.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



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

CO	Statement
CO1	know about different types of lesson plans
CO2	Organise teaching learning aids (projective & non-projective)
CO3	Understand the Indian constitution.
CO4	Learn different methods of evaluation.
CO5	Develop teaching skills among learners

Course content

Section A

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching Social Studies – Annual plan, Unit plan, and Lesson plan.

Section B

1. Resource Centre, Meaning, Importance, Equipments, Advantage & Disadvantage
2. Importance and classification of teaching learning material (Projective & Non-Projective aids)
3. Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, Multimedia in Social studies teaching

Section C

1. Concept and importance of Evaluation, Principles, Process of Evaluation, and Techniques of evaluation:- 1. Quantitative 2. Qualitative
2. Construction of an Achievement test and Blueprint.

Section D

1. Indian Constitutional Design.
2. India's:- Foreign Policy.
3. Social Studies: India & United Nations organization.

Suggested Activities: Internal

1. Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educomp etc.
2. Prepare an Open Book Test



Continuous Assessment:

1. Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

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.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	2	-	2	2	1	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	-	3	1
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2
CO4	1	2	2	2	1	2	2	2	-	1	3	3	1
CO5	1	2	2	2	2	1	1	2	1	2	1	2	1
Average	1.2	1.8	1.8	2	1.4	1.8	1.4	1.8	1.6	1.6	1.8	2.4	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Economics (Elective Course)

Course Code: 402210

Semester: 6th

Credits:-02

L T P

2 0 0

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

CO	Statement
CO1	Acquire basic knowledge of economic issues and reflect desired changes with unrevised Taxonomy.
CO2	Explore different teaching learning material in economic life with carts/Graphsmodels.
CO3	Demonstrate knowledge, understanding and application in economics with learningresources.
CO4	Develop teaching skills
CO5	Get knowledge of ConsumerRights and Food security inIndia
CO6	Interpret, analyze and discuss the role and value of Globalization and IndianEconomy

Course content

Section A

1. Blooms revised taxonomy of writing behavioral objectives in context ofEconomics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan:Herbartian lesson plan, RCEM approach and Constructivistapproach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson planand Short/Diary Lessonplan.

Section B

1. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimediain Economicsteaching
2. Learning Resource : Primary andSecondary

Section C

1. Concept, importance and tools ofEvaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to lookfor? Assessing projects: What to lookfor?
3. Construction of an Achievement test in Economics and blueprint.

Section D

1. Globalization and IndianEconomy
2. ConsumerRights



3. Food security in India

Suggested Activities:

4. Conducting economic survey in a locality with references to Population, Savings etc.
5. Observation of recorded ICT based lesson of Economics prepared by student teacher with lesson of edusat, educomp etc.

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: Ashish 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

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	2	2	2	2	2	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	1	2	1
CO3	2	1	2	1	2	2	1	2	1	2	1	2	1
CO4	1	2	2	2	1	2	-	2	1	1	3	1	1
CO5	1	2	2	1	2	1	1	2	1	2	-	2	1
CO6	2	2	3	2	2	2	2	2	2	2	2	2	2
Average	1.5	1.8	2.0	1.8	1.7	1.8	1.3	1.8	1.5	1.8	1.7	1.8	1.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of History (Elective Course)

Course Code: 402211

Semester: 6th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Discuss the primary and secondary resources of learning
CO2	Construct the blue print & analyzed the tools of evaluation.
CO3	Use multimedia in teaching of history.
CO4	Develop teaching skills
CO5	Analyse movements like quit India, civil-disobedience and non-cooperation critically.

Course content

Section A

1. Blooms revised taxonomy of writing behavioral objectives in context of History lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching History– Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

Section B

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models, Time-Lines, Overhead Projector, Multimedia in History teaching

Section C

1. Concept, Importance and Tools of Evaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
3. Construction of an Achievement test and Blueprint.

Section D

1. Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.
2. Non-Cooperation, Civil-Disobedience, Quit India Movement.

Suggested Activities: Internal

- Collection of Newspaper cuttings related to history issues
- Prepare an Open Book Test



SUGGESTED READINGS:

- Aggarwal, J.C. (1997), *Teaching of History: A Practical Approach*, Eastern BookHouse, Guwahati.
- Ballard. 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.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, New Delhi

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	-	1	2	1	1	1	2	2	1	2	2	1
CO2	1	2	1	2	1	2	1	2	2	2	-	1	1
CO3	2	2	3	1	2	2	1	1	1	2	1	2	1
CO4	1	2	2	3	1	2	3	1	1	1	3	1	2
CO5	1	2	2	1	2	1	-	2	1	2	1	2	-
Average	1.2	1.8	1.8	1.8	1.4	1.6	1.4	1.6	1.4	1.6	1.6	1.6	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Geography (Elective Course)

Course Code: 402212

Semester: 6th

Credits:-02

**L T P
2 0 0**

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

CO	Statement
CO1	Develop an understanding of the need and concept of learning geography
CO2	Examine the various methods of teaching geography.
CO3	use audio-visual aids for teaching geography
CO4	Organize tours, Field trips and other practical activities.
CO5	Understand the concept of evaluation.
CO6	Develop global outlook, scientific observation, critical thinking and sense of interdependence.

Course content

Section A

1. Concept, Need and importance of a lesson plan.
2. Planning for teaching Geography – Annual plan, Unit plan, and Lesson plan and Short/Diary Lesson plan.
3. Blooms revised taxonomy of writing behavioral objectives in context of geography lesson Planning

Section B

1. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
2. Maps, Globe, Charts, Graphs, Models (Working & Still), Specimens & Objects, Multimedia in Geography teaching, Preparation of contextual learning aids

Section C

1. Concept and importance of Evaluation
2. Reforms in evaluation: Grading system, Continuous and Comprehensive Evaluation (CCE) in Geography.
3. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
4. Construction of an achievement test of objective type test items in Geography.

Section D

1. Directions, methods to find out true north.
2. Drainage pattern of India.
3. Relief of India



Internal practical:

1. Prepare a map of a state and show important features with proper symbols/signs.
2. Observation of lessons delivered through edusat, educomp etc and prepare report.

SUGGESTED READINGS:

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by *National Focus Group on Teaching of Geography*
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London*: Sage Publications.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	2	1	2	2	1	2	2	2
CO2	1	2	2	2	-	3	1	2	2	2	1	1	-
CO3	2	2	3	1	2	2	1	1	1	2	1	2	1
CO4	2	2	2	2	3	2	2	2	2	2	2	2	2
CO5	1	2	1	2	2	1	1	2	1	2	1	2	1
CO6	1	2	2	2	1	2	2	2	1	-	3	1	3
Average	1.4	2	2	1.8	1.8	2	1.4	1.8	1.4	1.8	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Political Science (Elective Course)

Course Code: 402213

Semester: 6th

Credits:-02

LTP

200

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

CO	Statement
CO1	Design curriculum of teaching of Political Science
CO2	Explain modern concept and tools of evaluation.
CO3	Describe various methods of teaching of political science.
CO4	Develop teaching skill
CO5	Prepare lesson-plan of teaching of political science.



Course content

Section A

1. Curriculum Organization: - Principles of Curriculum construction:.
2. Approaches of organizing curriculum in Political Science: Con centric, topical, Unitand Chronologicalapproach.
3. Lesson plan: need importance and steps of writing it in teaching of PoliticalScience.

Section B

1. Political Science Text Books: Need, importance andQualities.
2. Need and equipment of Political Science Room.
3. Supplementary material: Magazines. Journals News papers, reference books, Internetand Social Media with reference to Politicaldevelopment.

Section C

1. Difference between approaches, strategies and methods.
2. Methods of Teaching of Political Science- Lecture, Problem solving and Projectmethod.
3. Concept of Formative and summative evaluation in teaching of Politicalscience

Section D

1. Structure ofUNO
2. Steps in ElectoralProcess

Internal practical

Critical evaluation of existing text book of political Science at Senior Secondary school level

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.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	2	1	2	2	-	2	2	2
CO2	-	2	2	2	1	3	1	2	2	2	1	-	1
CO3	2	2	3	-	2	2	1	1	1	2	1	2	1
CO4	2	2	2	2	3	2	2	2	2	2	2	2	2
CO5	1	2	1	2	2	-	1	2	1	2	1	2	1
Average	1.6	1.8	2	1.6	2.2	2	1.2	1.8	1.6	1.8	1.4	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Commerce (Elective Course)

Course Code:402214

Semester: 6th

Credits:-02

L T P

2 0 0

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

CO	Statement
CO1	Acquaint with activities in the business sector, their organization and MNC.
CO2	Use the resources for teaching of commerce.
CO3	Use means for quality improvement in teaching of commerce in classroom with different tests and laboratory.
CO4	Construct objectives based test items in commerce.
CO5	Understand the Need of professional development of commerce teacher

Course content

Section A

1. Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations.
2. Multinational companies- meaning, features advantages and limitations; Insurance-Meaning, need, Principles and types.
3. Entrepreneurship- meaning, Role and importance of entrepreneurship, self employment schemes.
4. Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages; career opportunities in Business.

Section B

1. Resources- meaning, types, their uses in the teaching and learning of commerce establishing link between school and different types of resources.
2. Commerce laboratory- teacher’s diary, records and registers to be maintained,



equipment, essentials and desirable

3. Commerce club or association activities school bank-school co-operativesociety.
4. Community Resources-Meaning, types and uses

Section C

1. Achievement test- Characteristics-objectivity, reliability, validity and practicability-forms of test items-multiple choice type-short answer type and essay type,construction
2. Construction of objectives based test items in commerce, Unit test- importance-steps, construction and uses
3. Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce questionpapers *Commerce Teacher*
4. Qualities of a Commerce teacher, Need of professional development of commerce teacher
5. Need and Importance of in service teacher training of commerce, Commerce room *Quality improvements in Commerce*
6. Programs for quality improvement in teaching of commerce- role of seminars, workshops & projects.

Section D

3. E-learning in commerce
4. Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
5. Models-Educational broadcasting and telecasting-interactive video, tele-lecture, videoconferencing, software in commerce, Podcasting

PRACTICAL ACTIVITIES (any two):

- Conduct a survey and prepare a report on any issue in commerce.
- Survey of Share market and its impact
- Prepare a project proposal that has to be submitted to companies regarding business transaction, training
- Analysis of management of an educational institution.

SUGGESTED READINGS

- Aggarwal (2008). Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Kochhar, S.K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt.Ltd.
- Chauhan S.S (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	3	-	1	3	2	1	1	2
CO2	1	1	2	1	1	2	2	2	2	2	2	2	1
CO3	2	1	-	2	2	2	2	2	2	1	2	2	1
CO4	1	2	2	1	1	2	1	1	2	3	-	2	2
CO5	1	2	1	1	1	2	3	1	2	3	2	1	-
Average	1.4	1.6	1.4	1.4	1.4	2.2	1.8	1.4	2.2	2.2	1.6	1.6	3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Mathematics (Elective Subject)

Course Code: 402215

Semester: 6th

Credits:-2

L T P
2 0 0

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

CO	Statement
CO1	Design curriculum of teaching of mathematics.
CO2	Develop proper understanding of modern concepts and tools of evaluation.
CO3	Acquaint pupil teachers with methods of teaching of mathematics.
CO4	Enable pupil teacher To prepare lesson plan of teaching of mathematics.
CO5	Develop understanding to different branches of mathematics.

Course content

Section A

1. Curriculum, Meaning & Principles
2. Qualities of mathematics teacher: general, personal & specific; Professional growth— participation in conferences, seminars, workshops, projects.
3. Internship in teaching of mathematics, concept & importance.

Section B

4. Evaluation- concept, need, types and criteria.
5. Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, mathematics club, contests and fairs, recreational activities—games, puzzles and riddles in mathematics,.
6. Learning Resources in Mathematics:
7. Text-book quality (academic and technical)



8. Mathematics Laboratory.
9. Mathematics Library.

Section C

10. Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
11. 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.

Section D

12. Geometry:
13. Basic Geometrical ideas (2-D & 3-D Shapes)
14. Symmetry: (reflection) Constructions (Using straight edge scale, protractor, compasses), Quadrilaterals
15. Mensurations (circle, sphere, cone, cylinder, triangles)
16. Data handling, statistics, mean mode media & SD
17. Sessional Work:
18. Planning and implementation of instructional strategies to remedy the diagnosed learning difficulties.
19. Construction of diagnostic test/achievement test (unit/terminal) in mathematics

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.

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.edu.au> <http://www.eric.ed.gov>



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Science (Elective Course)

Course Code: 402216

Semester: 6th

Credits:-02

L T P
2 0 0

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

CO	Statement
CO1	Select and use appropriate learning resources in teaching of science.
CO2	Plan and organize various co-curricular activities in science.
CO3	Organize science laboratory and effectively use improvised science apparatus.
CO4	Stimulate curiosity amongst science students.
CO5	Write unit plan and lessons plan for effective teaching in science

Course Content

Section A

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books- need and importance, criteria for selection, use of Reference books, Journals, Teacher manuals in science teaching
3. E-learning: concept, and use of e-books and e-journals in science.

Section B

1. Practical work in Science - Need, Importance and Organization.



2. Science kits and Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and Material-selection, purchase, maintenance and First Aid in Laboratory.

Section C

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, Specimens.
2. Lesson planning in science –Meaning, importance, steps (Herbartian, Constructivist approach).

Section D

1. Science teacher: Professional growth, teacher as a community of learners, collaboration of schools with Colleges/Universities.
2. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion

INTERNAL PRACTICAL

- a) Construction of any one improvised apparatus and a model.
- b) Study of community resource in science and preparing the report or Critical evaluation of science textbook.

SUGGESTED READINGS:

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli , V.K. (2006). *How to Teach Science*. Ambala: VivekPub.2006. Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi : SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO



- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub. Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Home Science (Elective Course)

Course Code: 402217

Semester: 6th

Credits:-02

L T P
2 0 0

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

CO	Statement
CO1	Understand the qualities and competencies of Home Science teacher.
CO2	Use appropriate learning resources in teaching of Home Science.
CO3	Organize co-curricular activities in Home Science at school level.
CO4	Acquainting the organization of Home Science department and its maintenance.
CO5	Write the unit plans and lesson plans for effective teaching of Home Science.
CO6	Prepare as well as select suitable instructional aids for teaching Home Science.

Course content

Section A

1. Learning resources in Home Science –Text Books, reference books, journals, e-



resources and community Resources

2. Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions
3. Practical work in Home Science – Need, importance and its organization

Section B

1. Organization of Home Science department – Importance and principles.
2. Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory. Upkeep and Management of Home Science department
3. Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Section C

1. Meaning, importance, classification, selection and use of various instructional aids in Home Science
2. Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

Section D

1. Home Science and Environmental Issues
2. Reflection on Recent Advancements in Home Science
3. Home Science and Sustainable Development
4. Innovative Approaches in Home Science

Internal Practical (Any Two)

- (a) Analysis of Mid Day Meal in a School
- (b) Develop any two print materials or design on a piece of cloth.
- (c) Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



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

CO	Statement
CO1	Demonstrate the skills necessary to participate in sports activities
CO2	Apply the cognitive abilities of curriculum of physical education in order to maintain the lifelong fitness
CO3	Develop the understanding of the value of health and physical fitness
CO4	Apply the effective ways of teaching-learning process for teaching of physical Education
CO5	Analyze the different situations and time value through the participations in activities

Course content

Section A

1. Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Project method.
2. Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black- Board, T.V., Computers, LCD.
3. Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

Section B

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programs and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

Section C

1. Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
2. Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
3. Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

Section D

1. Yoga: Meaning, Need and Significance of YogaAsanas.
2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

Internal Practical:

1. Participation in College, State, University Activities and Sports Competitions.
2. Analysis: Pedagogical analysis of a book on the content areas from the general description, objectives, concepts, and theories of Health and Physical Education from the syllabus of classes VI – X.
3. Physical fitness Test /Canadian physical efficiency test for boys & girls- Knowledge & application of BMI.

SUGGESTED READINGS:

- Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Voltmeter, F.V. and Esslinger, A. E. (1964). The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983). Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). Essentials of Physical Education. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Fine Arts (Elective Course)

Course Code: 402219

Semester: 6th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Demonstrate artistic skills to teach various concepts and school Courses
CO2	Plan field trips and Excursions for FineArts students
CO3	Prepare lesson plans
CO4	Use audio-visual aids for teaching-learning
CO5	Develop ability to teach effectively and creatively

Course content

SectionA

1. Significance of Fine Arts& its correlation with other schools subjects.
2. Importance of Field trips and Excursions in FineArts.
3. Use of Textbooks in teaching FineArts:
 - (a) Availability and advisability of prescribed textbooks in practicalwork.
 - (b) Theoretical part and criteria ofselection.
 - (c) Reference books and books for supplementaryreading.

Section B

1. Lesson planning to teach:
 - Line
 - Colour
 - Design
 - StillLife
 - Poster
2. Audio-Visual Aids in teaching of FineArts.
3. Holding the Art classes (Primary, Middle & HigherClasses).

Section C

1. Elements of Art.
2. Six limbs of Indian Art(Shadanga).
3. Fine Arts&Society.

Section D

1. Importance of Colours in life.
2. Evaluation devices in art.
3. Appreciation of art.

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18'X22'
- (b) One utility item.
- (c) Size-½ Imperial Size Sheet.

I. Poster -2

II. Still Life-2

SUGGESTED READINGS:

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
- Lowenfeld Viktor. Creative and Mental Growth.
- Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- Read, Herbert. Education through art [paperback]. Shelar, Sanjay. Still Life. Jyotsna Prakashan.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Teaching of Computer Science (Elective Course)

Course Code: 402220

Semester: 6th

Credits:-2

L T P
2 0 0

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

CO	Statement
CO1	Develop understanding on the different part of computer system
CO2	Use the various skills, techniques and strategies for the teaching of computer science.
CO3	Enhance the computer skills through the use of computer
CO4	Demonstrate the competence skills in computer
CO5	Analyze the content of teaching of computer science

Course content

Section A

1. Algorithm, flowchart, elements of 'C' programming with simple illustrations.
2. Elements of database and its applications, Introduction to cloud computing.
3. Network of Computers: Network, Types of network, Categories of network.
4. World Wide Web - browsing and search engines,
5. Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
6. E-mail – Meaning & its working;
7. Web Design – Meaning & its Creation – HTML – Meaning & Importance.
8. Multimedia applications, Fundamentals of mobile computing.

Section B

1. Text Books – Qualities of good computer science textbook
2. role of text book in teaching computer science
3. Criteria for evaluation of computer science textbook.
4. Computer Science Library – Meaning, organization and importance.
5. Computer Science Lab – Need for planning the computer laboratory
6. special features of computer laboratory
7. Essential infrastructure – laboratory management & maintenance of records

Section C

1. Computer Science Club-Meaning, Objectives, Organization, activities & importance;
2. Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives- Organization & Importance;
3. Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement;
4. Professional Competencies of Computer Science Teacher.



Section D

1. Concept of unit test, construction of unit test, weight ages to the components of unit test,
2. designing three-dimensional chart/blueprint,
3. construction of items, format of unittest
4. Question paper, IOTAQB – meaning, development and importance.
5. E-evaluation – meaning and procedure.

SESSIONAL WORK

- i. Preparation of Quiz program Using Flashfiles.
or
- ii. Preparation of Few cover pages for Magazines, Booksetc. or
- iii. Preparation of e-magazines and e-books using open sourcesoftware's.
- iv. Multimedia presentation (Minimum of 20slides)

SUGGESTED READINGS

- Agarwal J. C. (2006). *Essential of educational technology*. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot. Haseen Taj. (2006). *Educational Technology*, H.P. Bhargava Book House, Agra.
- Haseen Taj. (2008). *Current challenges in Education*. Neelkamal publications pvt., ltd. Hyderabad.
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). *Educational Technology: Expanding our vision*. Delhi: Authors Press.
- Mohanty, L. (2006). *ICT strategies of schools*. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., and Santhanam, S. (2006). *Introduction of educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). *Technological foundation of education*. Meerut: R. Lall Books. Depot.
- Singh, Y.K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.
- Stephen, M. A., and Stanley, R. (1985). *Computer instruction: Methods and development*. NJ: Prentice Hall.
- Stone, E. (1996). *How to use Microsoft access*. Californi: Emery ville.
- Vanaja, M. (2006). *Educational Technology*. Hyderabad: Neelkamal Publications Pvt.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Agriculture (Elective Course)

Course Code: 402221

Semester: 6th

Credits:-02

L T P
2 0 0

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

CO	Statement
CO1	Develop teaching skills to teach concepts of agriculture
CO2	Use basic methods and techniques at the different levels.
CO3	participate in development of agriculture plan
CO4	Organize Agriculture Farm and Laboratory.
CO5	Develop work ethics as important components in agriculture and knowledge different type of crops.
CO6	Use natural resources in agriculture production.

Content Course

Section A

1. Principles of curriculum construction in Agriculture.
2. Critical study of the existing School Agriculture Curriculum of Secondary Classes.
3. Kitchen gardening as a part of curriculum.

Section B

1. Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
2. Agriculture Farm and Laboratory.

Section C

1. Agriculture Teacher and his professional growth.
2. Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
3. Evaluation – Importance, different types of tests for theory and practicals.

SECTION-D

1. Plant Life: Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
2. Weeds and Weed control.

Internal Practical:

Prepare and maintain a kitchen garden or a seasonal flower bed.

SUGGESTED READING

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). *Characteristics of beginning agriculture teachers and their commitment to teaching*. Journal of Agricultural Education, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Program of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Music (Elective Course)

Course Code: 402222

Semester: 6th

Credits:-02

L	T	P
2	0	0

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

CO	Statement
CO1	Develop Teaching skills in students for teaching of music in classroom.
CO2	Conduct cultural programs and further enhance of entrust in teaching.
CO3	Explain the various ragas of Indian Music.
CO4	Get Knowledge of Notation & Rhythm
CO5	Develop the skill to play musical instruments as a professionalist

Course content

Section A

1. Instruments for learning of music- variety, simple introduction of instruments.
2. Knowledge of Notation & Rhythm
3. Settings of Music Room (Vocal and Instrumental)

Section B

1. Music & Folk Music
2. The effect of music on behavior, activity & Fatigue

Section C

1. Knowledge of swaras, division of swaras in measures of shruti.
2. Qualities of a Music Teacher - Singer, Vada, Vadyakar

Section D

1. Description of following Ragas - Malkauns, Bhairav, Yaman, Bhupali.
2. Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Internal Practical/SESSIONAL WORK

- a. Demonstration of any two musical skills by the candidate.



b. Prepare a group of students for a musical show/ cultural activity.

SUGGESTED READINGS

- Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon
- Publications. Narasimhan, S. (1999). *Kamaladevi Chattopadhyay: The Romantic Rebel*. Sterling Publishers Pvt. Ltd.
- Raja, D. S. (2021). *Hindustani Music Today*. DK Printworld (P) Ltd.
- Sambamoorthy, P. (1955). *Teaching of Music*, IMPM , Karnataka.
- Khanna, J. (2020). *Teaching of Music*. Tondon Publications: Ludhiana
- Jain, M. (2018). *Pedagogy of Music*. Vijay Publications, Ludhiana

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

Course Name: Teaching of Life Science (Elective

Course) Course Code: 402223

Semester: 6th

Credits:-02

L T P

2 0 0

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

CO	Statement
CO1	Select and use appropriate learning resources in Life Science.
CO2	Organize co-curricular activities related to Science
CO3	Organize practical work and improvise Life Science apparatus
CO4	Construct appropriate assessment tools for evaluating learning of life science.
CO5	Examine different pedagogical issues in learning Life Sciences

Course content

Section A

1. Learning resources in Life Science: Text books, reference books, journals-resources



and community resources.

2. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and field visits.
3. Life Science curriculum: rationale and value, analysis of text books and biology syllabi of NCERT/PSEB at Secondary and Senior Secondary stage.

Section B

1. Setting up Biology Laboratory at Senior Secondary Stage. Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory.
2. Development of life science kits, improvising apparatus and low cost experiments in Life Science, Exploring alternatives.
3. Organization and evaluation of practical work in life science.

Section C

1. Performance based assessment: concept, development of indicators, assessment of (learners record, field diary, oral presentation, portfolio, participation in collaborative learning.
2. Construction of unit test, design and blueprint, item construction and marking scheme, administration of test.
3. Continuous and comprehensive evaluation, concept and process.

Section D

1. Pedagogical analysis of following topics in Life Science- Animal Cell and plant cell, balanced diet, environmental pollution.
2. Effect of population and human growth on environment
3. Human Circulatory system

INTERNAL PRACTICAL (Any Two)

- a) Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).
- b) Construction of any two improvised apparatus.
- c) Preparation of herbarium of medicinal plants. (any 10)

SUGGESTED READINGS:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Sociology (Elective

Course) Course Code: 402224

Semester: 6th

Credits:-02

L T P

2 0 0

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

CO	Statement
CO1	Develop the understanding and Knowledge among learners concerning curriculum organization of sociology
CO2	Understand the approaches of curriculum of sociology.
CO3	acquaint the pupil-teachers with recent trends in sociology
CO4	develop national and international understanding in teaching of Sociology
CO5	Develop proper understanding of different techniques of evaluation.
CO6	Develop concept of social group and social mobility.

Course content

Section A

1. Principle for the construction and thematic organization of sociology curriculum.
2. Approaches of organization of Sociology curriculum.
 - (a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the Senior Secondary Stage.



Section B

1. Brief Contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau
2. Teacher of Sociology – Importance, qualities and competence.
3. Sociology room – Importance, equipments.

Section C

1. Recent trends in teaching of Sociology international understanding.
2. Role of Sociology in developing national integration and internationalism.
3. Concept, importance & types of Evaluation of Sociology Purpose of evaluation in Sociology, Formative and summative evaluation, their salient features, remedial teaching.

Section D

1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

Internal practical

1. Preparing blue-print and writing objective based test items.
2. Prepare a project report on a Western Thinker

SUGGESTED READINGS:

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- 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.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Public Administration (Elective Course)

Course Code: 402225

Semester: 6th

Credits:-02

L T P

2 0 0

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

CO	Statement
CO1	Develop ability to organize curriculum of public administration.
CO2	Develop the skills to understand school and learning climate
CO3	Examine the recent trends in public administration.
CO4	Develop skills to teach public administration
CO5	Develop proper understanding of modern concepts and tools of evaluation.

Course content

Section A

- Principles of constructing curriculum of public administration.
- Approaches of organization of public administration curriculum.
 - Unit
 - Concentric
 - Topical
- Role of public administration in developing national integration and internationalism.

Section B

- Text-books; importance and qualities, supplementary material.
- Public administration room – Importance, equipment.



- Teaching aids: Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.
- Edgar Dale’s Cone of learning experiences.

Section C

- Critical analysis of public administration syllabus at the senior secondary stage.
- Teacher of public administration–Importance, qualities and competence.
- Evaluation- Types of test items and development of achievement test in Public Administration.

Section D

- Concept and Principles of Educational Administration.
- Health Administration: Primary, secondary and tertiary health services.

INTERNAL PRACTICAL

Critical analysis of present state of public administration in india-views, reviews and latest trends

SUGGESTED READINGS:

- S.L., Narasimhan, S. (1999). *Kamaladevi Chattopadhyay: The Romantic Rebel*. Sterling Publishers Pvt. Ltd.
- M., Public Administration. New Delhi: Tata Mcgraw Hills. Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publisher
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Physical Science (Elective Course)

Course Code: 402226

Semester: 6th

Credits:-02

L T P

2 0 0

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

CO	Statement
CO1	Write unit plans and lesson plans for effective teaching in Physical Science.
CO2	Select and use appropriate learning resources in Physical Science.
CO3	Develop skills to teach physical science
CO4	Organize practical work and improvise Physical Science apparatus
CO5	Prepare as well as to select suitable instructional aids in teaching Physical Science

Course content

Section A

1. Learning resources in Physical Science- Text books, reference books, journals, e-resources and communityresources.
2. Learning Beyond the classrooms- Importance, planning and organising co-curricular activities – Science clubs, science museum, science fair, Excursions.
3. Practical work in physical science- Need, importance andorganization.

Section B

1. Designing laboratories of Physics and Chemistry- White House plan, need and importance of laboratory for teachers andstudents.
2. Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid inlaboratory.
3. Development of science kits, improvising apparatus and low cost experiments in Physical Science.

Section C

1. Lesson planning and Unit planning in physical science –Meaning, importance, steps (Herbartian approach and Constructivistapproach).
2. Instructional Aids: Meaning, importance, classification, principles of selection and use of Chalk Board, Charts, Models andICT.
3. Physical Science teacher- professional competencies and professional development programs, teacher as researcher and facilitator.

SECTION-D

1. Metals and non metals- Physical and chemical properties.
2. Gravitation - Concept and applications in dailylife.
3. Electricity –Concept and applications in dailylife.
4. Acids and Bases- Concept andimportance.



INTERNAL PRACTICAL (Any Two)

- b) Preparation of any two lesson plans of Physics/Chemistry.
- c) Study of community resource in physical science and prepare thereport.
- d) Construction of any two improvised apparatus.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: ParkashBrothers.
- Das , R.C. (1992). *Science Teaching in School*. New Delhi: SterlingPublishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas PublishingHouse.
- Kalra, R.M. (2010). *Science Education for Teacher Trainees*, New Delhi, PHILearning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: VivekPub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot:NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi:NCERT.
- Mohan,Radha(2007). *Innovative Physical Science Teaching Method*, P.H.I., NewDelhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: DoabaHouse.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education –VI

Course Code: 1301603

Semester: 6th

Credits:3

**L TP
3 0 0**

Course Outcomes: On successful completion of this course, the students will able to:

CO	Statement
CO1	Understand the relationship of health and physical education.
CO2	Develop awareness regarding tournaments.
CO3	Organize picnics and sports events
CO4	Discuss the meaning and importance of leardership
CO5	Analyze critically prevention of disability and rehabilitation of disable person.

Course contents

1. **Recreation:-**Meaning, aim, objectives, types, importance and agencies of recreation.
2. **Camping:** - Meaning, objectives, importance, types, layout and organization of camps.
3. **Leadership:** - Meaning, importance, qualities and types.
4. **Intramural and Extramural:** - Meaning, importance and control of competition.
5. **Tournament:** - Merit and demerits and drawing all fixtures for league, knock out and combination tournament.
6. **Picnics & sports event:** - Planning & organization and importance.
7. **Posture:** - Meaning and Characterizes of Good posture (Walking, Standing, Sitting and lying) Causes and correction of poor posture.
8. **Postural deformities:-**Meaning Causes and correction exercise for spine, foot and legs deformities.
9. **Disability:** - Meaning, Causes, prevention and rehabilitation.
10. **Kinesiology:** - Meaning, scope and importance in Physical Education and Sports.
11. **Therapeutically Exercises:** - Meaning, scope, importance and classification.
12. **Occupational Health:** - Meaning, Principles and factors responsible for occupational hazards and remedial measures.

SUGGESTED READINGS:

- Kang G. S. Deol N. S. (2008). *An introduction to Health and Physical Education* 21st century Patiala.
- Desch and Burk. (1963). *winesiology and applied anatomy*. 2nd ed. Lee and febiger.
- Wells. (1966)*K Kinesiology*, 4th edition W.B.Saunder.
- Mathews D. K. & fox, E.L. (1984). *The physiological basis of Physical Education and Sports*, 2nd edi, Philadelphia. K. B. Sanuders & Co.
- Shaver L. J. (1995). *Edeential of Exercise Physiology*. Kamla Nagar Surjeet,
- Dick, F. (1980). *Sports Training Principles*. London Lepus Book,
- Fisher, J. (1975). *Scienfific Basis of Athletic Conditioning Philadelphia*, lee andFebiger.
- Matveyer, L. (1981). *Fundamentals of sports Training*.
- Singh, A and Singh, J. (2004). *Essentail of Physical education and Olympic movement*. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Physical Education –VI(Practical)

Course Code: 1301604

Semester: 6th

Credits: 2

LTP

004

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

CO	Statement
CO1	Learn skill of catching & throwing ball.
CO2	Enhance the skill of fielding of ground balls & blybass
CO3	Develop skill of catching & hitting.
CO4	Organize activities related to physical skills like posture, stance, angling, timing, rhythm, extension, Blocking, striking, take downs, chokes, joint manipulation in taekwondo.
CO5	Master skills of attacking, hurdling & attacking off.

Course contents

Track & Field Marking

24 M

Boxing, Cricket, Netball

16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

- Measurement of the field and preparation of the field
- Equipments and Materials of the game/Event.
- Fundamental skill and lead up game.
- Techniques.
- Rules and Regulations of the game/ Event.
- Officiating:
- Duties of officials
- Knowledge of score sheet
- Signals of officiating
- Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Music (Vocal)-VI

Course Code: 1301605

Semester:6th

Credits: 2

Semester – VI

L	T	P
3	0	0

Course Outcomes: Onsuccessful completion of this course, the students should be able:

CO	Statement
CO1	Discuss the Lok Sangat of Punjab.
CO2	Elaborate the special features of theory of Indian ragas.
CO3	Explain the role of Akashwani and Doordarshan classical music.
CO4	Trace the history of Indian music from 18 th century to present period
CO5	Demonstrate to play musical instrumentals

Course content

Section A

1. Topic of essays:

a) Kanthsadhana b) Loksangeet of Punjab c) Role of akashwani&doordarshan towards the popularization of Indian classical music.

2. Special features of time theory of Indian ragas.

Section B

1. History of Indian music from 18th century to present period.

2. General history of Indian music i.e. from Bharata to Sharangdeva.

3. Explain the following Gayanshailes

a) Tappa, Tarana, Dhamar, b) Bhagan & shabad

Section C

1. Knowledge of writing notations of Vilambit Khayals & Druk khayal in the prescribed ragas:

a) Durga, b) Vrindavani_sarang c) Madhuwanti

2. Development & importance of Indian notations system of music, its merits & demerits.

3. Different Gayanshaillies of Gurmatsangeet.

Section D

1. define the following musical terms in the context of Gurmatsangeet;
 - a) kirtaniya b) Dhuni C) Paudi d) Bandana E) Chowki
2. Elementary Knowledge of the following Ragas:
 - a) Multani, b) Marva c) Poorvi

SUGGESTED READINGS:

6. Sharma, M. & Narayan, R. *Sangeet manual*; H.G. Publications Dehli
7. Sharma, Y. *Gayankalan*; Punjabi University Patiala.
8. Lata, S. *Hindustani Shastri Sangeet Avam Vyavhar*; Karnal Publications.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Music (Vocal)-VI (Practical)

Course Code: 1301606

Semester: 6th

Credits: 3

**L T P
0 0 4**

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

CO	Statement
CO1	Perform one drut khayal with alaps & tanas.
CO2	Play various taals on table skillfully.
CO3	Elaborate one tarana with proper style.
CO4	Develop skill of tuning of tanpura.
CO5	Examine slow khayals in ragas.
CO6	Appraise gazal / suffiana galam.

Course content

Performance

1. One Drutkhayal withalaps&tanans in each of thefollowing:
 - a) MiyankiTodi b) Ramkali c) MiyanMalhar d) Behag
2. Ability to play the following taals ontablya:
 - a) Tivra b) Dhamar c)Tilwara
3. One Tarana with proper style, in any of the Ragas prescribed in theSyllabus.
4. Tuning ofTanpura.
5. Two Slow khayals in prescribedRagas.
6. Gazal/ SuffianaQalam in prescribed Ragas with ProperGayaki.

SUGGESTED READINGS:

- 1.Sharma,M. &,Narayan,R. *Sangeet manual*; H.G.Publications Dehli
- 2.Sharma, Y. *Gayankalan*; Punjabi University Patiala.
- 3.Lata, S. *Hindustani Shastri Sangeet Avam Vyavyar*; Karnal Publications.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: English Literature

Course Code: 1301607

Semester: 6th

Credits: 5

L T P
5 0 0

Course Outcomes: Onsuccessful completion of the course, the students should be able to:

CO	Statement
CO1	Master the literary masterpieces like Charlotte Brontë's : Jane Eyre Tagore's : Gitanjali Albert Camu's : The Outsider
CO2	Describe the chief characteristics of the Victorian period
CO3	Discuss and narrate major novelists and poets of Victorian period
CO4	Interpret the important texts of the modern period
CO5	Develop communication skills

Content Course

Section A

Tagore: Gitanjali

Section B

Charlotte Brontë: Jane Eyre

Section C

Albert Camus: The Outsider

(A) VICTORIAN PERIOD

Section D

Chief Characteristics of the Period

1. Major Novelists and Poets of Period

(B) MODERN PERIOD

Important Texts of Modern Period

1. David Copperfield
2. Murder in the Cathedral
3. Lord Jim

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.
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- Scott, A. F. (1965). *Current literary terms* (pp. 196-197). Macmillan.
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The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ-VI

Course Code: 1301608

Semester: 6th

Credits: - 5

L	T	P
5	0	0

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

CO	Statement
CO1	ਸਵੈਜੀਵਨੀ (ਵਣਜਾਰਾਬੇਦੀ) ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਹਨਾਂ ਦੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਨਾਵਲ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO3	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਲੋਚਨਾ ਦੀ ਪ੍ਰੀਭਾਸ਼ਾ ਤੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਖੋਜ ਦੇ ਖੇਤਰ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਵਿਵਾਹਰਕ ਆਲੋਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਚੇਰੀ ਸਿੱਖਿਆ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੇ ਆਪਸੀ ਸੰਬੰਧਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

Course content

ਭਾਗ-ੳ

1. ਗਲੀਏਚਿੱਕੜਦੂਰ ਘਰ (ਸਵੈ-ਜੀਵਨੀ) ਵਣਜਾਰਾ ਬੇਦੀ।

ਭਾਗ-ਅ

2. ਪੰਜਾਬੀ ਨਾਵਲ ਤੇ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ।
3. ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ।

ਭਾਗ-ੲ

4. ਵਿਹਾਰਕ ਅਲੋਚਨਾ:ਕ ਵਿਤਾ/ਵਾਰਤਕ।
5. ਆਲੋਚਨਾ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਤੇ ਪ੍ਰਕਾਰਜ, ਮੈਟਾਆਲੋਚਨਾ, ਆਲੋਚਨਾਤੇਸਿਧਾਂਤ।

ਪੁਸਤਕਸੂਚੀ-

੧. ਗਲੀਏਚਿੱਕੜਦੂਰ ਘਰ (ਸਵੈ-ਜੀਵਨੀ) ਵਣਜਾਰਾਬੇਦੀ (2014), ਕਸਤੂਰੀਲਾਲਐਡ. ਸੰਨਜਅੰਮ੍ਰਿਤਸਰ।
੨. ਪੰਜਾਬੀਨਾਵਲਦਾਇਤਿਹਾਸ, ਡਾ. ਗੁਰਪਾਲਸਿੰਘਸੰਧੂ (2005), ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ
੩. ਪੰਜਾਬੀਨਾਟਕਦਾਇਤਿਹਾਸ, ਸ਼ਤੀਸਕੁਮਾਰਵਰਮਾ (2008), ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ
੪. ਪੰਜਾਬੀਕਹਾਣੀਦਾਇਤਿਹਾਸ, ਪ੍ਰੋਫੈਸਰਬਲਬੀਰਸਿੰਘਦਿਲ(1998), ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ
੫. ਆਲੋਚਨਾਅਤੇਪੰਜਾਬੀਆਲੋਚਨਾ, ਕੰਵਲਜੀਤਕੌਰਢਿੱਲੋਂ (2015), ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Hindi Literature-VI

Course Code: 1301609

Semester: 6th

Credits: - 5

L T P
5 0 0

Course Outcomes: Onsuccessful completion of this course, the students should be able:

CO	Statement
CO1	भाषा विज्ञान का बोध प्राप्त कर सकेंगे
CO2	भाषा विज्ञान के सैद्धान्तिक पक्षों का सटीक प्रयोग
CO3	देवनागरी लिपी में मानक हिन्दी का कौशलात्मक विकास हो सकेगा
CO4	टंकण के विभिन्न स्वरूपों का अवलोकन एवं बोध हो सकेगा
CO5	विद्यार्थी भाषा के लेखन से सम्बन्धित कौशलों का प्रयोग कर सकेंगे

भाग-क

भाषा:- भाषा की विशेषताएं एवं महत्त्व, भाषा अध्ययन की दिशाएं, भाषा परिवर्तन की दिशाएं कारण भाषा उत्पत्ति के सिद्धांत

भाग-ख

अर्थ:-स्वरूप, परिभाषा, अर्थ परिवर्तन के कारण व दिशाएं

भाग-ग

सम्पर्क भाषा, राष्ट्र भाषा, संचार, माध्यम भाषा, हिंदी की संवैधानिक स्थिति

भाग-घ

हिंदी में कम्प्यूटर सुविधाएँ, आंकड़ा संसाधन, शब्द संसाधन, वर्तनी शोधन, मशीनी अनुवाद हिंदी भाषा शिक्षण:-स्वरूप एवं उद्देश्य, हिंदी उच्चारण, वर्तनी और व्याख्या का शिक्षण

सहायक पुस्तकें:-

भाषा और हिंदी भाषा का इतिहास (प्रोफेसर नरेश मिश्र)- हरियाणा साहित्य अकादमी पंचकुला
हिंदी भाषा उद्भव और विकास:- उद्नारायण तिवारी
भाषा विज्ञान:- डा. भोलानाथ तिवारी

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: History of Punjab-VI

Course Code: 1301610

Semester:6th

Credits: - 5

L	T	P
5	0	0

Course Outcomes: Unsuccessful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the knowledge and understanding about different level of education and its role in modern life.
CO2	Analyse Sikh Struggle for sovereignty from1716-1765
CO3	Examine Political Delvelopments1839-1845
CO4	Gained understanding of new development in literature, art and architecture in the Punjabregion.
CO5	Develop practical skills helpful in the study and understanding of historical events

Course content

Section A

1. Sikh Struggle for sovereignty from1716-1765
2. Role of Dal KhalsaRakhi, Gurmata andMisl.

Section B

- 1.Civil and militaryadministration.
- 2.Relation with theBritish.

Section C

1. Political Delvelopments1839-1845.
2. Anglo SikhWars.

Section D

1. New development in literature art and architecture in the Punjabregion.
2. Social life with special reference to the position of women fairs, festivals, folk music dance and games in thePunjab.
3. MAPS Historical Places Lohgarh, Gujranwala, Amritsar, Multan,Mudki,Ludhiana

SUGGESTED READINGS:

- Singh,K.(1990). *History and culture of the Punjab, part II Medieval Period.* Publication bureau, Punjabi University Patiala (3rded.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer typequestion.)
- Singh, F. (ed)(1972.) *History of the Punjab, Vol, iii* Punjabi university patina
- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India* orient Longman, Hyderabad,



- Singh K(1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi,1991
- Chopra, P.N., Puri B.N.,(1974)*A social cultural & Economic History of India*,vol. and das,M.N.: II Mecomillan, Delhi,

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name History-VI

Course Code: 1301611

Semester:6th

Credits: - 5

L T P
5 0 0

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

CO	Statement
CO1	understand the concept of History
CO2	Identify and describe the integration of history with others subjects
CO3	Evaluate the Aims and objectives of teaching of history
CO4	Understand the techniques and skill of teaching
CO5	analyse history of curriculum
CO6	Utilise pedagogical analysis of Harappa civilization, first &second world war

Course content

Section A

1. Evolution and Functions of Dal Khalsa, Gurmatta and RakhiSystem.
2. Misals; Nature, Civil & MilitaryOrganisation.

Section B

6. The establishment of Ranjit Singh’s Kindgdom: Conquests of Lahore, Multan,
251



7. Relations between Ranjit Singh and the British (1800-1839)

Section C

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

Section D

1. Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.
2. Maps:
 - b. Kingdom of Ranjit Singh (1839 A.D.)
 - b) Battles of first Anglo Sikh War
 - c) Battle of Second Anglo-Sikh War.

Books Suggested:

- 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 Da Itihas* (Punjabi)
- Arora, A.C. *Atlas of Punjab History* (English, Punjabi & Hindi)
- Arora, A.C. (ed.) *Punjab Dian Lok Lehran* (Punjabi).

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Mathematics-VI

Course Code: 1301612

Semester: 6th

Credits:-5

L T P
5 0 0

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

CO	Statement
CO1	construct topological spaces from metric spaces and using general properties of neighborhoods, open sets, close sets, basis and sub-basis
CO2	Apply the properties of open sets, close sets, interior points, accumulation points and derived sets in deriving the proofs of various theorems
CO3	understand the concepts of countable spaces and separable spaces
CO4	Examine the concepts and properties of the compact and connected topological spaces.
CO5	Define the structure of locally-convex topological vector spaces.
CO6	Explain the notion of metric space , metric topological space and other basic concepts of algebra which develops the understanding and analytical skills among students

Course Content

Section A

- Sets and propositions-cardinality, mathematical induction, principle of inclusion and exclusion, computability and formal languages-ordered sets. Language. Phrase structure grammars. Types of grammars. Types of grammars and languages.

Section B

- Permutation. Combinations and discrete probability. Relations and function-binary relations, equivalence relations and partitions. Partial order relations and lattices. Chains and antichains. Pigeon hole principle.

Section C

- Graphs and planar graphs-basic terminology. Multigraphs. Weighted graphs. Paths and circuits shortest paths. Eulerian paths and circuits. Travelling salesman problem. Planar graphs.

Section D

- Trees, finite state machines equivalent machines. Finite state machines as language recognizers.

SUGGESTED READINGS:

- Liu, C.L. (1986). *Elements of discrete mathematics (second edition)*, McGraw Hill, international edition, computer science series,
- Kenneth H. Rosen (2007). *Discrete Mathematics and its Applications* 7th Edition -Tata McGraw Hill Publishers.
- L Liu, (1985). *Elements of Discrete Mathematics* McGraw-Hill Inc,



- Ronald Graham, Donald Knuth, and Oren Patashnik, (1986). *Concrete Mathematics* 2nd Edition - Pearson Education Publishers.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Name Political Science-VI

Course Code: 1301613

Semester: 6th

Credits: 5

L	T	P
5	0	0

Course Outcomes: On successful completion of this course, the students will be able to:

CO	Statement
CO1	Understand the evolution, scope and significance of international politics.
CO2	demonstrate an understanding of key historical events that took place at the international level
CO3	Explain contemporary international system.
CO4	Recognize the key international actors which shaped the international Political system.
CO5	Discuss the main international relations theories.

Course content

Section A

1. Meaning, Nature and Scope of International Politics.
2. Approaches to International Politics: Realist and Idealist.

Section B

1. National Power, its Elements.
2. System of Balance of Power.
3. Collective Security.

Section C

1. Cold War in International Politics.



2. Bi-Polar and Uni-Polar System.

3. Nature of Emerging World Order

Section-D

1. United Nations organs: Aims, Objectives and Principals.

2. Non-Aligned Movement and its Relevance.

SUGGESTED READINGS:

- Badyal, J.S. *Political System of India*.
- Johri, J.c. *Principles of Political Science*, Sterling Publishers, Delhi
- Verma, S.P. *Political Theory*, Geetanjali House, New Delhi
- Jain, M.P. *Political Theory*, Authors Guild Publication, Delhi (Punjabi & Hindi)
- Nanda, S.S. *Political System of India Theory* (Punjabi & English) Nanda Publications.
- Ghai, U.R. *International Politics* Raj Publications. International Politics.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name Computer Graphics

Course Code: 300601

Semester: 6th

Credits 5

L T P

5 0 0

Course Outcomes: On successful completion of this course, the students will be able to:

CO	Statement
CO1	Define and explain various input devices in computers.
CO2	Study in detail the hard copy devices i.e the different types of printers.
CO3	Elaborate the different visual display devices.
CO4	Discuss 2 dimensional graphics and 3 dimensional graphics.
CO5	Handle the graphics on computer.

Course content

1. **Input devices:** Keyboard, Touch panel, light pens, Graphic tablets, Joysticks, Trackball, Data glove, Digitizers, Image scanner, Mouse, Voice & Systems.
2. **Hard copy devices:** Impact and non impact printers, such as line printer, dot matrix, laser, ink, jet, electrostatic, flatbed and drum plotters.
3. Video Display Devices Refresh cathode ,ray tube, raster scan displays, random scan displays, color CRT, monitors, direct view storage tube, flat, panel displays; 3,D viewing devices, raster scan systems,random scan systems, graphics monitors andworkstations.
4. Scan conversion algorithms for line, circle and ellipse, Bresenham's algorithms, area filling techniques, character generation.
5. **dimensional Graphics:** Cartesian and Homogeneous coordinate system, Geometric transformations(translation, Scaling, Rotation, Reflection, Shearing), Two-dimensional viewing transformation and clipping (line, polygon andtext).
6. **dimensional Graphics:** Geometric transformations (translation, Scaling, Rotation, Reflection, Shearing), Mathematics of Projections (parallel & perspective). 3D viewing transformations and clipping

SUGGESTED READINGS:

- 3.Hearn,D. and Baker, M.P.(1995).*Computer Graphics*, PHI New Delhi; Second Edition.
4. Foley,J.D. & Dam,A.V. *Introduction to Computer Graphics*.
- 5.Feiner, S.K., Hughes,J.F.(1994).*Addison*,Wesley Publishing company,R.L. Phillips. N.Y.; Second Edition,
- 6.Plastock, R.A. and Kalley, G.(1986). *Computer Graphics*, McGraw Hill.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The Correlation Levels Are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” Indicates There Is No Correlation



Course Name Economics-VI

Course Code: 1301614

Semester:6th

Credits: 5

L T P
5 0 0

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

CO	Statement
CO1	Acquaint the student teachers with the concept of sets and simple applications.
CO2	Develop the understanding of matrices and central economy and applications.
CO3	Apply the formulas of correlation and regression analysis
CO4	Analyze data to solve complex economic problems.
CO5	Demonstrate the skills to perform all the methods with detail and with good explanation.

Course content

Section A

Elementary Idea of Sets and Function: Simple Derivation. Differentiation of simple functions-Polynomial (x), Exponential (a^x , e^x) Logarithm ($\log x$). Simple applications of derivative in Economics, Function, Limit & Continuity.

Section B

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

Measures of Central Tendency: Mean, Median, Mode.

Section C

Correlation Analysis: Karl Pearson's (excluding grouped data) and Spearman's rank formula and Simple Regression Analysis.

Interpolation: Binomial Expansion method, Newton's Advancing Difference Method and Lagrange's Method, Extrapolation.

Section D

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.



Practical Work:

Case Studies of firms/Industry/Any Business Organisation.

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 and7.
- Sanchati, D.C. and Kapoor, V.K.(1993). *Business Mathematics*, New Delhi, Sultan Chand & Sons, Chs. 16, 17 and20.
- Gupta, S.C. *Fundamentals of Statistics*, Bombay, Himalaya Publishing House, Chs. 5,6,7,8,9, 10 and20.
- Gupta, S.P.Fundamentals ofStatistics.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Sociology-VI

Course Code: 1301615

Semester: 6th

Credits5

L T P

50 0

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

CO	Statement
CO1	Develop understanding of the process of socialization.
CO2	Get knowledge about culture & its role in society.
CO3	Demonstrate to understand different factors that influence to personality of a person.
CO4	Examine the Rural, Urban & Tribal social organization.
CO5	Possess analytical skills in areas such as policy analysis,administration/management, communication, quantitative analysis and problem solving

Course content

Section A

1. Basic Concepts: Theory, fact andConcept.
2. August Comte: Law of three stages, concept of positivism and hierarchy ofsciences.

Section-B

3. Karl Max: Theory of conflict, Class Consciousness, Alienation, Surplus value and classstruggle.

Section-C

4. Herbert Spencer: Evolution theory and classification of societies.

Section-D

5. Max Weber: Social action, social understanding, religion, capitalism,

SUGGESTED READINGS:

- Andreski, S.(ed.)(1971). *Herbert Spencer: Structure, FunctionandEvolution*. London: Michael Joseph.
- Barnes, H.E.(ed.)(1948). *An Introduction to the History ofSociology*.Chicago: University of Chicago Press.
- Cohen,P.(1968). *Modern Social Theory*. New York: Basic Books.
- Coser,L.A.(1971). *Masters of Sociological Thought*. NewYorkHarcourt Brace, Johanvich.
- Jammu, P.S.and G.S.(eds.) (1990).*SamajVigyanikSidhant*.Patiala: PunjabiBhatnagar University.
- Judge, ParamjeetSingh(1998). *SamajVigyanakDrishtikon ateSidhant*.Patiala: Punjabi University.
- Timasheff,N.S.(1976). *Sociological Theory* (4th Ed.) NewYork:Random House.
- Turner,J.(1978). *The Structure of Sociological Theory*. Home-woods, Illinois: the DorseyPress.
- Judge,P. *Max Weber*: Punjab Academy,Delhi

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: School Internship Programme

Course Code: 402301

Semester: 7th

L T P

Credits:12

0 0 0

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

CO	Statement
CO1	Develop conceptual understanding about teaching and learning inschool environment and Understand the learner, learning behavior and learning situations
CO2	Develop professional skills among learners
CO3	Validate the theoretical understanding developed through various foundation and pedagogical courses and school environment.
CO4	Sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators
CO5	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
CO6	Expend the teachers practical skills in the process of teaching and learning and arrange the resources to create conducive learning
CO7	Formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

Course content

Internship will be conducted in 3 phases:

- a) **Pre-Internship- for 1 month** (further divided into 2 parts i.e. 2 weeks in semester 1(25 marks) and 2 weeks in semester 2 (25marks))
- b) **School Internship – for 15 weeks** (total 250 marks)which includes core area to be assessed by concerned school out of 50 marks, 200 marks of teaching practice will be further divided into 2 pedagogical subjects i.e. 100 each.(50 external + 50 internal ineach subject).
- c) **Post internship- for 1week**

Final 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 co-ordinator for the exams.*

COURSE DETAILS

- a) **Pre-Internship-** for 1 month (further divided into 2 parts i.e. 2 weeks in semester



1 (25 marks) and 2 weeks in semester 2 (25marks).

- I. 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 a week, 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.
- II. Peer group discussion.
- III. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
- IV. Sample demonstration/viewing different classroom situation.
- V. Visit to innovative centres of pedagogy and learning, educational resource centres
- VI. Input from teacher educators
- VII. Context analysis and reflection.

b) Internship – for 15 weeks

Total =250 marks, which includes core area to be assessed by concerned school out of 50 marks, 200 marks will be further divided into 2 pedagogical subjects i.e. 100 each.--- 50 external + 50 internal in each subject)

- I. 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.
- II. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
- III. Reflective journals and reports to be maintained during the internship period (a minimum of 80 classes)

c) Post internship- for 1 week

It involves the following activities

- I. Writing reflective journals or reports on the whole school internship programme of 20 weeks
- II. Extended discussion among the student-teachers.
- III. Presentation by student-teachers on different aspects of the teaching experiences after the internship.

d) Final examination in practice teaching (in actual school setting by external and internal examiners). Note:- The examination will be conducted in flexible manner in the last two weeks of internship jointly by the qualified school staff and teacher educators.

1. School Internship Programme:

- i. School Observation File:
- ii. Teaching Practice File:
- iii. Actual teaching performance:
- iv. Action research report:
- v. Timetable and attendance record:
- vi. Practicals related to B.Ed. Curriculum.
- vii. Observation of school children in classroom as well as out of classroom, during all



school activities:

- viii. Report on Morning assembly and Co-curricular activities
- ix. Reflections on School Internship programme:
 - x. Workshop on teaching learning material.
 - xi. Development of audio visual aids.
 - xii. Use of school library and conducting lab work.
- xiii. Observing important occasions and celebrating important national days with school children.
- xiv. To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- xv. Learning to maintain school records and registers.
- xvi. To gain total experience as a teacher in the school.

(B) School Internship Programme (Practice Phase)

Duration: 15 Weeks

Teaching practice:

The school teaching practice period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.

1. Initiatory School Experiences:

During first week at practice teaching school, Pupil teachers will perform following activities:

1. Observation of lessons of school teachers in concerned teaching subjects.
2. School curriculum-subject-wise

2. Teaching Practice activities:

Preparation of School Observation file:

- i) Philosophy of the school
- ii) Vision/ aims/Objectives of the school.
- iii) Organization and management,
- iv) Fee and funds, staff salary scales/grades+ allowances, leave rules, Service rules, joining reports, relieving slip etc.
- v) School Plant- detailed account of Infrastructural, Instructional and Human resources.
- vi) SWOC analysis of the school.

3. Details of Teaching Practice file:

- (i) 80 lesson plans (Spread over 15 weeks), in elementary (upper Primary) level classes / & secondary classes in each subject during internship performance.
Discussion lessons in each teaching subject will be conducted after every two weeks.
- (ii) Distribution of 80 Unit/Lesson plans in each subject will be as under:
 1. Detailed Unit/Lesson Plans: 40
 2. Diary format Unit/Lesson Plans: 20
 3. ICT Based Unit/lesson Plans: 12
 4. Test based Unit/lesson plan (by preparing blue print): 4
 5. Teaching models based Unit/lesson plans: 4Total 80+80=160 Unit/lesson Plans in both the pedagogical subjects.



Observation of Peer lessons: 40;

Observation of lessons by school teachers: 20

(C) EVALUATION PROGRAMME: (Post PracticePhase)

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Programme. (50+50=100marks)
2. External Assessment: Final Skill-in-Teaching Examination in each subject.(50+50=100)

Written unit/lessonplan	10marks
Presentation /contentdelivery	20marks
Teacher Traits & classroom behaviour	10marks
Teaching aids/models/ICTused	10marks
Total	50 marks

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	2	-	2	1	1	2	2
CO2	1	2	2	2	1	2	1	2	2	1	2	1	-
CO3	2	2	1	2	2	1	1	2	1	1	2	1	2
CO4	2	1	2	-	2	1	2	1	1	1	-	2	2
CO5	1	2	2	2	1	2	2	2	-	1	1	1	1
CO6	-	1	1	1	1	2	2	1	2	2	2	2	1
CO7	1	2	1	1	2	2	1	1	3	2	1	2	2
Average	1.4	1.7	1.4	1.4	1.6	1.6	1.6	1.4	1.7	1.3	1.4	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Engagement with Community

Course Code: 402302

Semester: 7th

L T P

Credits:03

0 0 0

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

CO	Statement
CO1	Sensitized to various social problems, issues and ideas where they can contribute in a Meaningful way.
CO2	Create an environment to develop work culture based on mutual work through co-operation and team spirit
CO3	Develop a deep faith in dignity of labour that enhance the active involvement in social Activities
CO4	Devise the aesthetic, creative and innovative skills
CO5	Develop the skills for preservance, promotion and transmission of cultural values & heritage.
CO6	Develop an ability to cater to diverse needs of learners in schools

Course content

Objectives

To enable the student teachers to:

1. Be 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 labour and life of active social involvement.
4. Develop aesthetic, creative and innovative abilities.
5. Work for the preservance, promotion and spread of cultural values & cultural heritage.

(A) Syllabus

Cleanliness and beautification of surroundings; Participation in NSS/NCC Activities of Working in social service centres like old age home, hospitals, institutions for blind, orphan houses, any other social service centre 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-



The students will maintain a project report on activities performed during community service.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	-	3	2	1	2	2	1	2
CO2	-	2	1	2	2	1	1	1	2	1	1	1	2
CO3	2	2	1	2	1	2	2	1	1	-	1	1	-
CO4	2	2	-	1	2	1	1	2	2	1	2	1	2
CO5	1	2	2	2	2	1	1	2	1	2	1	2	2
CO6	2	3	1	2	1	2	2	1	2	2	-	2	1
Average	1.7	2.0	1.3	1.7	1.7	1.3	1.7	1.5	1.5	1.5	1.3	1.3	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Drama and Art in Education

Course Code: 402103

Semester: 8th

L T P

Credits: 05

3 0 0

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

CO	Statement
CO1	Demonstrate dramatic skills to teach various concepts
CO2	Get an employment opportunity as an artist
CO3	Develop personal and professional skills as an art teacher
CO4	Understand the applications of visual, Performing and literary art
CO5	Teach learner effectively and creatively through artistic skills

Course content

Section-A

1. Art Education: Meaning, Scope.
2. Meaning and concept of arts and its significance at secondary level for school education
3. Difference between Arts in education and Education in arts

Section-B

1. Color: Types, Color Schemes and Effects



2. Indian Rasa Theories (Bharat Muni's Natya Shastra).
3. Role of Art (Visual arts, Literary Arts and performing Arts),

Section-C

1. Music and Drama in Teaching and Learning-need, importance,
2. Various forms of Music: Gayan, Vadan and Nartan.
3. The impact of Music on Human behavior.
4. Meaning and types of gestures, Postures and Facial Expression.

Section-D

1. Theatre: Introduction, Importance and role of Drama in general and in education
2. Forms and Styles: Comedy and Tragedy.
3. Components of Theatre: Role play, Space, Time, Audience and Performance.
4. Identification of different performing arts forms and artist – dance music and musical instrument, theatre, puppetry etc

Sessional work: (Do any ten out of the following)

- a. Different types of line and shape, Color – Types, Color schemes.
- b. Theme based composition with action - drawing figures i.e. any kind of scene, story etc.
- c. Alphabet - drawing of 2 languages: English, Punjabi/Hindi.
- d. Writing and Sketching on Chalk Board.
- e. Preparation of 2 Teaching Aids: Chart, Flash Card, Transparencies, Folders and Model etc.
- f. Design: Floral and Geometrical (Rangoli).
- g. Collage, Cutting and Pasting, Preparation of an Advertisement.
- h. Black Board Plan sheets of teaching Course.
- i. Acting exercise for body and movements, voice and speech.
- j. Activity expressing the NavRasa.
- k. Stage Setting, Make – up of theatre items.
- l. Participation in any Musical/theatrical/heritage item is compulsory during session.
- m. Demonstration of any 4 folk dances of India with costumes and instrument.
- n. Demonstration of any four folk songs.
- o. To prepare project work of any five Indian festivals and its artistic significance.

SUGGESTED READINGS

- Gupta S.P., (2002). *Elements of Indian Art*. Inderprastha 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* , PustakMahika , Laxmi Narayan Garg, Hathras.
- Bhatnagar, S. (1988). *Teaching of Music*. Monika Parkashan, Shimla.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO 2	PSO 3
CO1	3	2	1	2	1	1	2	3	3	2	3	2	-
CO2	-	2	1	2	1	2	-	1	2	2	2	-	1
CO3	2	2	-	1	2	2	3	3	1	2	2	1	2
CO4	1	1	2	-	2	2	2	3	3	1	2	2	2
CO5	1	2	2	2	3	-	2	1	2	1	3	3	3
Average	1.6	1.8	1.4	1.6	1.8	1.6	2	2.2	2.2	1.6	2.4	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Sociological Perspective in Education

Course Code: 402203

Semester: 8th

Credits: 05

L T P
5 0 0

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

CO	Statement
CO1	Understanding the sociological perspectives in Education.
CO2	Inculcate human values among learners.
CO3	Develop the cultural values.
CO4	Develop the respective attitude toward constitution
CO5	understand sociological theories in teaching profession

Course content

SECTION – A

1. Education and Socialization: Formal agencies of socialization; Sociology of Education: Nature, Scope and Approaches;
2. Culture: Meaning and characteristics, cultural pluralism, cultural conflict, cultural lag, acculturation and enculturation, Indian cultural heritage, role of education in conservation and development of culture; Education for democracy:

SECTION-B



1. National integration and international understanding, peace;
2. Social Stratification: Caste, class, gender and religion as dimensions of social stratification in Indian society.
3. Sustainable Development: Concept, Meaning, role of education for sustainable development.

SECTION – C

1. Constitutional aspiration of Indian society: Secularism, socialism, democracy and egalitarianism, meaning, education for secularism, socialism and democracy; role of teacher and the curriculum in the achievement of constitutional goals,

SECTION-D

1. Education for 21st century, four pillars of education as recommended by UNESCO, Education and development of life skills of Individuals for 21st century.

SUGGESTED READINGS

- Ball, Stephen, J. (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
- Bruner, J.C. (1997). *The Culture and Education*, London: Harvard University Press.
- Friere, P. (1972). *Pedagogy of the Oppressed*. Harmond worth: Penguin.
- Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
- Sen, A. (1999). *Development as Freedom*. Oxford: Clarendon.
- Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	2	3	2	3	1	3	2	2	1	2	-	1
CO2	2	1	3	1	2	1	1	2	1	1	2	1	2
CO3	2	1	-	2	1	2	1	1	2	2	2	1	1
CO4	2	1	2	3	2	1	2	2	-	2	1	2	1
CO5	1	2	1	3	1	1	1	2	2	1	2	2	2
Average	1.8	1.4	2	2.2	1.8	1.2	1.6	1.8	1.6	1.4	1.8	1.4	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Knowledge and Curriculum

Course Code: 402401

Semester: 8th

L T P

Credits:05

5 0 0

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

CO	Statement
CO1	Develop an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education.
CO2	Understand the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum.
CO3	Analyze the hidden curriculum and various frames of curriculum.
CO4	Analyze the structure of knowledge as reflected in disciplinary streams and Courses
CO5	Develop the skills to construct curriculum

Course content

SECTION-A

1. Knowledge –Concept, nature and sources of Knowledge, Role of Teacher and Student in Construction of Knowledge.
2. Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
3. Facets of Knowledge: What are the different facets of knowledge and relationship, such as: local and universal? Concrete and abstract? Theoretical and practical? Contextual and textual? School and out of school?
4. Concept of Modernization, Multiculturalism and Democratic Education.

SECTION-B

1. Education for nationalism, universalism and secularism
2. Autonomy of teachers and learners – concept and barriers.
3. Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.
4. National values as enshrined in the constitution of India

SECTION-C

5. Curriculum – meaning, objectives and components.
6. Determinants of Curriculum-Philosophical, sociological, psychological and ideological.
7. Relevance of curriculum, principles of curriculum construction. Meaning and concerns of ‘Hidden Curriculum’
8. Curriculum visualized at different levels – National level, State level, School level and Classroom level.

SECTION-D



4. Approaches to curriculum development – subject centered, learner centered and community centered.
5. 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.
6. Relationship between power, Ideology and the curriculum.

SESSIONAL WORK

Critical analysis of any one of the following:

- a) National Curriculum Framework for School Education(NCFSE-2005).
- b) National Curriculum Framework for Teacher Education(NCFTE-2009).

Educational thoughts of any two of the following selecting at least one each from a and b

- a) Rabinder Nath Tagore, M.K.Gandhi ji, J.Krishnamurty.
- b) John Dewey, Paulo Freire.

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 relevanceness. *International Journal of Applied Research*, 1(9), 776-778.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	2	1	2	1	2	1	2	-	2	1	2
CO2	1	1	2	-	1	3	2	1	1	2	1	1	1
CO3	2	-	2	1	2	2	1	2	2	2	2	-	2
CO4	1	2	2	3	2	-	1	1	2	1	1	2	2
CO5	2	2	1	3	1	2	1	1	2	-	2	2	-
Average	1.6	1.6	1.8	1.8	1.6	1.8	1.4	1.2	1.8	1.4	1.6	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Gender, School and Society

Course Code: 402402

Semester: 8th

L T P

Credits:03

3 0 0

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

CO	Statement
CO1	Develop the basic understanding of gender issues and studies.
CO2	Develop the problem solving ability and understanding to various physical and mental abuses in school and society
CO1	Discuss the strategies and skills to remove gender inequality in school and society.
CO4	Understand Role of education in gender sensitization
CO5	Develop the potential for perspective building located in the Indian socio-cultural context.

Course content

SECTION-A

1. Conceptual foundations : Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
2. Gender issues in contemporary India – Nature, constitutional provisions and policies.

SECTION-B

1. Gender bias in Schooling and in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture)
2. Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.

SECTION-C

1. Linkages and differences between reproductive rights and sexual rights, Redressal of sexual harassment and abuse.
2. Perspective of society towards gender inequality – Nature, causes and Remedies.

SECTION-D

1. Awareness towards gender issues – family and society as an agent.



2. Role of media (print and electronic) in social construction of gender.

SESSIONAL WORK

Any one from the following:

- 1) Case study of interactions in school education; reflections from the field and strategies for change.
- 2) Preparing analytical report on gender issues in print and electronic media.
- 3) Debate on how the teacher trainees perceive role model in their own lives.

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.

The mapping of PO/PSO/CO attainment is as follows:

CO	P O 1	P O 2	P O 1	PO 4	PO 5	PO6	P O 7	PO 8	PO 9	PO10	PSO 1	PSO2	PS O3
CO1	1	3	2	1	1	2	1	1	2	1	2	2	2
CO2	2	1	2	3	1	1	2	-	1	2	1	2	1
CO3	2	-	1	1	2	2	2	2	2	2	2	-	2
CO4	2	1	2	2	2	1	2	1	2	1	1	1	2
CO5	1	2	1	2	2	1	2	2	1	2	1	2	1
Average	1.6	1.6	1.6	1.8	1.6	1.4	1.8	1.4	1.6	1.6	1.4	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Vocational and Work Education

Course Code: 402403

Semester: 8th

L T P

Credits:03

3 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Discuss the productive activity in the community
CO2	Elaborate the process of planning & productive work
CO3	Enhance skills for greater productive efficacy as well as Devise innovative methods and materials
CO4	Develop a broad repertoire of perspectives, professional capacities, teacherdispositions, sensibilities and skills.
CO5	Develop an understanding about the policies and programs developed bygovernment for employment opportunities

Course content

SECTION-A

1. Vocational Education and Vocationalization of Education-Concept, Objectives and Scope; Work ethics
2. Vocationalization of Education/Vocational Education in Basic Education Scheme (1937),(Secondary Education Commission(1952), Education Commission (1964-66),

SECTION-B

1. National Policy of Education (1986),
2. National Knowledge Commission (2005),
3. National Curriculum Framework (2005).

SECTION-C

1. National Skill Development Mission of India
2. Skill Development viz-a-viz Employability, Employment and Entrepreneurship.
3. Vocational Education and National Development: Social and Economic

SECTION-D

1. Evaluation of Vocational Education at Secondary stage.
2. National Skill Qualification Framework (NSQF): Objectives, standards, curriculum at different levels.

Sessional Work

1. Participation and reporting in Community Service/ NSS Camp, Literacy Campaign and Plantation Drive.



Visit to any Entrepreneur activity: – self-help group/agriculture or allied activity etc. Or Survey of local population w.r.t. availability of various vocations/ career options in the area

SUGGESTED READINGS

- World Bank (2007). *Skill Development in India: Vocational education and training*. Washington, DC.
- Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD Punjab School Education Board (2005). Syllabi of vocational stream, Mohali: PSEB.
- Ghosh, S.C. (2009). *The History of Education in Modern India*. New Delhi: Blackswam.
- NCERT. (2005). *National Curriculum Framework*. NCERT.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	2	2	1	2	1	2	2	2
CO2	-	2	1	3	1	1	1	2	1	2	1	2	-
CO3	2	1	2	1	3	1	2	1	2	2	-	2	2
CO4	2	2	1	1	2	-	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	1	3	1	2	1	1
Average	1.6	1.6	1.8	1.8	2	1.2	1.6	1.4	2	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Creating Inclusive Schools

Course Code: 402404

Semester: 8th

L T P

Credits:03

3 0 0

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

CO	Statement
CO1	Understand concept, meaning and significance of inclusive education
CO2	Appreciate the need for promoting inclusive practice and roles and responsibilities of the teachers, parents, peers and community.
CO3	Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
CO4	Understand the nature and needs of CWDN.
CO5	Identify and utilize existing resources to promote inclusive practice.
CO6	Organize IEP’s i.e individualized educational programs.

Course content

SECTION-A

Introduction to Inclusive Education



1. Concept, importance and barriers of inclusive education.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Children with special needs- Concept, classification and difference between impairment, disability and handicap

SECTION-B

Legislative Frameworks and Programmes

1. National Policy on education 1986, 1992 regarding special Education
2. Rehabilitation Council of India Act (1992)
3. Persons with Disabilities Act (1995)
4. National Policy of Disabilities (2006),

SECTION-C

Nature and needs of Children with Diverse Needs (CWDN)

1. Learning disability -Concept, causes, screening & Classroom management strategies.
2. Mental Retardation -Concept, causes, screening & Classroom management strategies
3. Visual Impairment and Hearing Impairment -Concept, causes, screening & Classroom management strategies
4. Locomotor Impairment & - Concept, causes, screening & Classroom management strategies

SECTION-D

Teacher Preparation and Inclusive Education

1. Individualized Education Programme for CWDN
2. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children.
3. Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.
4. Role of technology for inclusive education

Suggested Activities

- Preparation of a status report on education of any category of CWDN.
- Report on a visit to school practicing inclusion and identifying learning disabled students.
- Review of literature regarding disabled children's
-

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*, Corwin Press, Sage Publications.
- Hegarty, 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, SingularPublications.
- 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 SevereDisabilities in Inclusive Setting*.Boston, Allyn and Bacon
- Sedlak, R. A.and Schloss, P.C.(1986). *Instructional Methods for Students with LearningandBehaviour Problems*. Allyn andBacon
- 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 inToday’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 Needs-

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	2	2	1	2	-	2	2	2
CO2	1	2	1	1	-	1	1	2	2	2	1	2	1
CO3	2	1	1	-	1	1	2	1	2	2	2	1	1
CO4	1	2	-	1	2	1	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	-	3	1	2	1	1
Average	1.4	1.6	1.2	1.4	1.6	1.2	1.6	1.4	2.2	1.6	1.8	1.4	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Reading and Reflecting on Texts

Course Code: 402405

Semester: 8th

L T P

Credits:03

3 0 0

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

CO	Statement
CO1	Develop the understanding about the ways of reading different texts.
CO2	Read and reflect on variety of texts in different ways.
CO3	Read available texts and literaturecritically in the chosen area.
CO4	Analyse advertisements on the basis oflanguage
CO5	Develop reading skills after understanding reading techniques

Course content

SECTION-A

1. Reading: Concept, Purpose and process
2. Types of Reading, Informative Reading, Critical Reading & Creative Reading.
3. Importance of Teaching Reading.

SECTION-B

1. Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies
2. Tests of readingcomprehension.

SECTION-C

1. Test of rates of reading - Time limit methods & amount limitmethod.
2. Analysis of advertisement on the basis oflanguage.

SECTION-D

1. Building the reading habits
2. Analysis of 2 passages from Science, Social Sciences& Mathematics textbooks of classes VI toX.

SESSIONAL WORK

- a. Reflection & Analysis of any one Educational Policy like Kothari commission, NPE 1986, POA – 1992, RTE Act. (Preparation ofReport)
- b. Analysis of newspaperarticle/editorials/critiques.



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 Cliff's, 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.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO ₂	PO ₁	PO4	PO	PO6	PO7	PO8	PO9	PO10	PSO10	PSO2	PSO3
CO1	2	1	2	1	2	2	2	2	1	-	1	2	-
CO2	2	-	1	2	3	1	2	2	2	2	2	1	2
CO3	1	2	3	1	2	2	1	1	2	1	1	2	2
CO4	2	1	2	2	2	-	2	3	2	2	2	2	2
CO5	3	2	1	2	3	2	1	1	1	2	2	-	1
Average	2	1.4	1.8	1.6	2.4	1.6	1.6	1.8	1.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Guidance and Counseling

Course Code: 402407

Semester: 8th

L T P

Credits:05

5 0 0

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

CO	Statement
CO1	Understand the meaning, aims, objectives, and principles of guidance and counselling.
CO2	Use the upcoming trends of guidance and counselling to help learners in different Aspects.
CO3	Understand the difference between guidance and counselling.
CO4	Learn the importance of guidance and counselling cell and organize guidance and Counselling cell in the institute.
CO5	Acquire the skills to provide guidance and counselling in school

Course content

SECTION-A

1. Meaning, need, principles, aims and objectives and scope of Guidance.
2. Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques.
3. News trends and demands in the field of Guidance.

SECTION-B

1. Counselling – Meaning and purposes, directive, non-directive and eclectic approach to Counselling, Counselling Interview.
2. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

SECTION-C

1. Role of Counsellor, Guidance worker and teachers in guidance.
2. Difference between Guidance & Counselling.
3. Major areas and Barriers in understanding process, common problems of students at secondary level.

SECTION-D

1. Techniques of understanding an individual
 - i) Quantitative techniques:
(Intelligence, Interest, Aptitude and Achievement tests)
 - ii) Qualitative techniques



(Cumulative Record Cards / Rating Scales/Sociometry)

2. Job Analysis- Meaning, functions and methods.

SUGGESTIVE PRACTICAL (ANY ONE)

- a) Case study – highlighting the different life stages and factors affecting the career patterns.
- b) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
- c) Draw a plan for the assessment of ability, aptitude, interest or personality of one student.

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 Mifflin.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	3	1	2	1	2	2	2	2	2	2
CO2	3	2	1	1	1	2	1	1	-	2	1	2	2
CO3	2	-	1	3	1	2	2	2	1	2	2	2	2
CO4	2	2	1	2	2	-	2	3	2	2	1	1	1
CO5	2	1	2	1	1	2	1	1	2	2	-	2	2
Average	2.2	1.4	1.4	2	1.2	1.8	1.4	1.8	1.6	2	1.4	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Environmental Education (Elective Course)

Course Code: 402408

Semester: 8th

L T P

Credits: 05

5 0 0

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

CO	Statement
CO1	Engage with problems of environmental education by using the theoretical approaches.
CO2	Provide knowledge to the student -teachers about pollution and its control.
CO3	Acquaint the student teachers with the initiatives of government and local bodies in environment conservation.
CO4	Acquaint the student teachers with the concept of environment and ecology.
CO5	Create awareness, knowledge, attitude, skill and capacity building for protecting environment.

Course content

SECTION-A

1. Introduction to Environment and Ecology: Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
2. Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

SECTION-B

1. Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
2. Natural Resource Conservation and Management: Definition and Classification



of Natural Resources, their Conservation and Management.

SECTION-C

1. Developmental projects including govt initiatives and their impact on bio-diversity conservation.
2. Wildlife Conservation especially Endangered Species.

SECTION-D

1. Role of media and ecotourism in creating environmental awareness.
2. Role of local bodies in environmental management, Swachh Bharat Abhyaan

PRACTICAL WORK:

Carrying out any one Environmental Awareness Activity of the following:

1. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
2. Carrying out a Project on Environment and preparing its detailed report.

SUGGESTED READINGS

- Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.
- Jadhav, P. (2008). *Environmental status in india*. Rajat Publications.
- Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). *Encyclopedia of Environmental Pollution Planning and Conservation*. I-VI, New Delhi: A.P.H. Co.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	1	1	2	1	1	2	2	-	1	2
CO2	1	2	-	1	2	2	-	2	1	2	1	1	2
CO3	2	1	2	2	1	2	1	1	1	1	1	1	2
CO4	2	2	1	1	2	1	2	2	2	2	1	-	1
CO5	1	1	2	1	2	1	2	1	1	2	1	1	-
Average	1.4	1.6	1.6	1.2	1.6	1.6	1.4	1.4	1.4	1.8	1	1	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Health and Physical Education (Elective Course)

Course Code: 402409

Semester: 8th

L T P

Credits: 05

5 0 0

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

CO	Statement
CO1	Enhance the knowledge and understanding of mental and physical health as well as fitness.
CO2	Create awareness on different aspects of health and fitness.
CO3	Develop understanding about the nature of injuries and to take care during emergencies and provide first aid
CO4	Acquire knowledge of common communicable diseases.
CO5	Understand the diet modification in the treatment of under weight and obesity.

Course content

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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



Practical work: any one

- Write a project report on BMI of students.
- To give practical knowledge of first aid (snake bites, dog bites, sprain, abrasion, fractures, dislocation, drawing)
- Case Study/ Report on Yoga Asan.

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*. Hyderabad: 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: Guinness Publishing Road.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 1	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	3	1	2	1	1	-	2	2	1	2	1
CO2	2	1	2	1	2	2	3	1	2	2	2	1	1
CO3	2	2	-	2	3	1	2	2	2	2	2	2	2
CO4	2	2	3	1	2	2	2	2	2	2	-	2	1
CO5	2	1	2	1	1	2	2	1	2	2	2	1	1
Average	1.8	1.6	2.2	1.2	2	1.6	2	1.4	2	2	1.6	1.6	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Total Number of Course	108
Number of Theory Course	80
Number of Practical Course	28
Total Number of Credits	222

ACADEMIC INSTRUCTIONS

Attendance Requirements

A student shall have to attend 75% of the scheduled periods in each course in a semester; otherwise he / she shall not be allowed to appear in that course in the University examination and shall be detained in the course(s). The University may condone attendance shortage in special circumstances (as specified by the Guru Kashi University authorities). A student detained in the course(s) would be allowed to appear in the subsequent university examination(s) only on having completed the attendance in the program, when the program is offered in a regular semester(s) or otherwise as per the rules.

Assessment of a course

As per the guidelines of NCTE-2014, Each theory course shall be carry a weightage of 20 to 40% for internal assessment and 60 to 80% for an annual examination. At least one-fourth of total marks shall be allocated of 16 weeks of practice teaching. For practical courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation. The distribution of 100 marks is given in subsequent sub sections (as applicable).

		Internal Distribution of Marks					Total Marks of Internal	Total Marks of External	Total Marks
Components	Attendance	Assignment	Surprise Test	Presentation	MST1	MST2	30	70	100
Weightage	5	10	10	10	15	15			
Average Weightage	5	10			15				

The distribution of 50 marks is given in subsequent sub SECTIONS (as applicable)

		Internal Distribution of Marks					Total Marks of Internal	Total Marks of External	Total Marks
Components	Attendance	Assignment	Surprise Test	Presentation	MST1	MST2	15	35	50
Weightage	2.5	5	5	5	15	15			
Average Weightage	2.5	5			7.5				

Passing Criteria

The students have to pass both in internal and external examinations. The minimum passing marks to clear in examination is 40% of the total marks.

NOTE

* At the end of 6th semester, each student has to undergo Practical Training of 16 weeks in an secondary/senior secondary schools and submit all files mentioned in course i.e. school internship (402301) and community engagement (402302) along with a certificate from the school & its evaluation shall be carried out in the end of 7th Semester.

**The Academic Rules may vary, from time to time, as per the instructions of the NCTE/Guru Kashi University, Talwandi Sabo