

GURU KASHI UNIVERSITY



Bachelor of Arts in Education

Session: 2022-23

Department of Education

THE PROGRAM LEARNING OUTCOMES

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Communication: Communicate effectively through developing 21st century skills to accept the present challenges in the field of education and employment.
8. 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.

Programme Structure

SEMESTER-I						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD101	Childhood and Growing Up	Core	4	0	0	4
BAD102	Punjabi-I	Generic Elective	2	0	0	2
BAD103	Fundamental Computer-1	Technical Skill	2	0	0	2
BAD104	Art in Education	Ability Enhancement Skill	3	0	0	3
Discipline Elective Courses						
xxx	DE Group-I	Discipline Elective	3	0	0	3
xxx	DE Group-II	Discipline Elective	3	0	0	3
xxx	DE Group-III	Discipline Elective	3	0	0	3
BAD199		MOOC	-	-	-	-
Total			20	0	0	20

Discipline Elective courses wise groups						
Course	Course Title	Type of Course	L	T	P	Credits
Group-I (Select any one)						
BAD105	English Literature-I	Discipline Elective	3	0	0	3
BAD106	Punjabi Literature-I					
BAD107	Hindi Literature-I					
Group-II (Select any one)						
BAD108	Economics-I	Discipline Elective	3	0	0	3
BAD109	Sociology -I					
BAD110	Political Science-I					
Group-III (Select any one)						
BAD111	History-I	Discipline Elective	3	0	0	3
BAD112	Religious Studies-I					
BAD113	Math-I					
Group-IV (Select any one)						
BAD114	Physical Education-I	Discipline Elective	2	0	2	3
BAD115	Fashion Designing-I					
BAD116	Home Science-I					
BAD117	Music-I					

SEMESTER-II						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD201	Knowledge and curriculum	Core	4	0	0	4
BAD202	Punjabi-II	Generic Elective	2	0	0	2
BAD203	Fundamental Computer-II	Technical Skill	2	0	0	2
BAD204	Understanding the Self	Ability Enhancement Skill	1	0	0	1
Discipline Elective Courses						
xxx	DE Group-I	Discipline Elective	3	0	0	3
xxx	DE Group-II	Discipline Elective	3	0	0	3
xxx	DE Group-III	Discipline Elective	3	0	0	3
Value Added Courses (for other department also)						
BAD205	Human Rights Education	VAC	2	0	0	2
Total			20	0	0	20

Discipline Elective Courses Groups						
Course Code	Course Title	Type of Course	L	T	P	Credits
Group-I (Select any one)						
BAD206	English Literature-II	Discipline Elective	3	0	0	3
BAD207	Punjabi Literature-II					
BAD208	Hindi Literature-II					
Group-II (Select any one)						
BAD209	Economics-II	Discipline Elective	3	0	0	3
BAD210	Sociology-II					
BAD211	Political Science-II					
Group-III (Select any one)						
BAD212	History-II	Discipline Elective	3	0	0	3
BAD213	Religious Studies-II					
BAD214	Math-II					
Group-IV (Select any one)						
BAD215	Physical Education-II	Discipline Elective	2	0	2	3
BAD216	Fashion Designing-II					
BAD217	Home Science-II					
BAD218	Music-II					

SEMESTER-III						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD301	Contemporary India & Education	Core	4	0	0	4
BAD302	English-I	Generic Elective	2	0	0	2
BAD303	Environmental Education	Ability Enhancement	3	0	0	3
Discipline Elective Courses						
xxx	DE Group-I	Discipline Elective	3	0	0	3
xxx	DE Group-II	Discipline Elective	3	0	0	3
xxx	DE Group-III	Discipline Elective	3	0	0	3
Open Elective						
Xxx		Open Elective	2	0	0	2
Total			20	0	0	20
Open Elective Courses (for Other Department)						
BAD304	Proficiency in teaching	Open Elective	2	0	0	2

Discipline Elective Subject wise groups						
Course Code	Course Title	Type of Course	L	T	P	Credits
Group-I (Select any one)						
BAD305	English Literature-III	Discipline Elective	3	0	0	3
BAD306	Punjabi Literature-III					
BAD307	Hindi Literature-III					
Group-II (Select any one)						
BAD308	Economics-III	Discipline Elective	3	0	0	3
BAD309	Sociology-III					
BAD310	Political Science-III					
Group-III (Select any one)						
BAD311	History-III	Discipline Elective	3	0	0	3
BAD312	Math-III					
Group-IV (Select any one)						
BAD313	Physical Education-III	Discipline Elective	2	0	2	3
BAD314	Music-III					

SEMESTER-IV						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD401	Assessment For Learning	Core	4	0	0	4
BAD402	English-II	Generic Elective	2	0	0	2
BAD403	Life Skills Education	Skill Enhancement	3	0	0	3
Value Added Courses (for other Department Also)						
BAD404	Mental Health and Wellbeing	VAC	2	0	0	2
Discipline Elective Courses						
xxx	DE Group-I	Discipline Elective	3	0	0	3
xxx	DE Group-II	Discipline Elective	3	0	0	3
xxx	DE Group-III	Discipline Elective	3	0	0	3
Total			20	0	0	20

Discipline Elective Subject wise groups						
Course Code	Course Title	Type of Course	L	T	P	Credits
Group-I (Select any one)						
BAD405	English Literature-IV	Discipline Elective	3	0	0	3
BAD406	Punjabi Literature-IV					
BAD407	Hindi Literature-IV					
Group-II (Select any one)						
BAD408	Economics-IV	Discipline Elective	3	0	0	3
BAD409	Sociology-IV					
BAD410	Political Science-IV					
Group-III (Select any one)						
BAD411	History-IV	Discipline Elective	3	0	0	3
BAD412	Math-IV					
Group-IV (Select any one)						
BAD413	Physical Education-IV	Discipline Elective	2	0	2	3
BAD414	Music-IV					

SEMESTER-V						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED501	Health and Physical Education	Core	2	0	2	3
BAD502	Basics of Research	Research Based Skill	3	0	0	3
BED503	Language across the curriculum	Ability Enhancement Skill	2	0	0	2
BAD504	Enriching Learning Through ICT	Technical skill	2	0	2	3
Discipline Elective Courses						
xxx	DE Group-I	Discipline Elective	3	0	0	3
xxx	DE Group-II	Discipline Elective	3	0	0	3
xxx	DE Group-III	Discipline Elective	3	0	0	3
Pedagogical Skill Courses						
xxx	Pedagogy of School Subject-I	Skill Enhancement	3	0	0	3
xxx	Pedagogy of School Subject-II	Skill Enhancement	3	0	0	3
BAD599	MOOC	MOOC	-	-	-	-
Total			24	0	2	26

Discipline Elective course wise groups						
Course Code	Course Title	Type of Course	L	T	P	Credits
Group-I (Select any one)						
BAD505	English Literature-V	Discipline Elective	3	0	0	3
BAD506	Punjabi Literature-V					
BAD507	Hindi Literature-V					
Group-II (Select any one)						
BAD508	Economics-V	Discipline Elective	3	0	0	3
BAD509	Sociology-V					
BAD510	Political Science-V					
Group-III (Select any one)						
BAD511	History-V	Discipline Elective	3	0	0	3
BAD512	Math-V					
Group-IV (Select any one)						
BAD513	Physical Education-V	Discipline Elective	2	0	2	3
BAD514	Music-V					

Pedagogy of School Subject Groups-I and II (Select any two)	
Course Code	Course Title
BAD515	Pedagogy of English
BAD516	Pedagogy of Punjabi
BAD517	Pedagogy of Hindi
BAD518	Pedagogy of Social Studies
BAD519	Pedagogy of Political Science
BAD520	Pedagogy of History
BAD521	Pedagogy of Sociology
BAD522	Pedagogy of Economics
BAD523	Pedagogy of Mathematics
BAD524	Teaching of Physical Education
BAD525	Teaching of Music

SEMESTER-VI						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD601	School Management	CF	3	0	0	3
BAD602	Pre-Internship- (4 weeks)	Technical Skill	0	0	8	4
Discipline Elective Courses						
xxx	Research project proposal – 1 on subject opted by students from Group I	Research based skill	3	0	0	3
xxx	Research project proposal – 2 on subject opted by students from Group II	Research based skill	3	0	0	3
xxx	Research project proposal – 3 on subject opted by students from Group III	Research based skill	3	0	0	3
Pedagogical Skill Courses						
xxx	Pedagogy of School Subject-I	Skill Enhancement	3	0	0	3
xxx	Pedagogy of School Subject-II	Skill Enhancement	3	0	0	3
Total			18	0	4	22

Discipline Elective course groups						
Course Code	Course Title	Type of Course	L	T	P	Credits
Group-I (Select any one)						
BAD603	English Literature-VI	Discipline Elective	3	0	0	3
BAD604	Punjabi Literature-VI					
BAD605	Hindi Literature-VI					
Group-II (Select any one)						
BAD606	Economics-VI	Discipline Elective	3	0	0	3
BAD607	Sociology-VI					
BAD608	Political Science-VI					
Group-III (Select any one)						
BAD609	History-VI	Discipline Elective	3	0	0	3
BAD610	Math-VI					

Group-IV (Select any one)						
BAD611	Physical Education-VI	Discipline Elective	2	0	2	3
BAD612	Music-VI					

Pedagogy of School Subject Groups-I and II (Select any two)	
Course Code	Course Title
BAD613	Pedagogy of English
BAD614	Pedagogy of Punjabi
BAD615	Pedagogy of Hindi
BAD616	Pedagogy of Social Studies
BAD617	Pedagogy of Political Science
BAD618	Pedagogy of History
BAD619	Pedagogy of Sociology
BAD620	Pedagogy of Economics
BAD621	Pedagogy of Mathematics
BAD622	Teaching of Physical Education
BAD623	Teaching of Music

SEMESTER-VII						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD701	School Internship (16 weeks)	Technical Skill	0	0	32	16
BAD702	Research Project (Community Engagement)	Research Based Skill	0	0	8	4
Total			0	0	20	20

SEMESTER-VIII						
Course Code	Course Title	Type of Course	L	T	P	Credits
BAD801	Gender, school and society	CF	4	0	0	4
BAD802	Academic Writing	Technical skill	0	1	4	3
BAD803	Creating an Inclusive Schools	Core	3	0	0	3
BAD804	Reading and Reflation on texts	Technical Skill	0	0	4	2
BAD805	Understanding Discipline and Subject	Ability Enhancement	3	0	0	3
Select any one course from Discipline Elective						
BAD806	Adult Education	Discipline Elective	3	0	0	3
BAD807	Guidance and counseling					
BAD808	Distance and Open Learning					
Value Added Courses (for other Department Also)						
BAD809	Value Education	VAC	2	0	0	2
Total			15	1	4	20
Grand Total			139	1	30	170

SEMESTER-I**Course Title: Childhood and Growing Up****Course Code: BAD101**

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. Understanding of theoretical perspectives and stages of human development
2. Develop an insight of growth and development, learning of the growing child in diverse socio-cultural contexts
3. Enhance the understanding of different methods and techniques for the assessment of personality, intelligence and creativity of child
4. Demonstrate social and emotional adjustment skills
5. Apply the knowledge and understanding for individual differences

Course Content**Unit-I****12 Hours**

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

Unit- II**15 Hours**

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.

Unit- III**15 Hours**

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

Unit- IV**18 Hours**

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

Transactional Modes

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

Suggested Readings

- Hurlock, E.B (2005). Child Growth and Development Tata McGraw-Hill Publishing Company New York.
- Hurlock, E.B (2006). Developmental Psychology-A life Span Approach. Tata McGraw-Hill Publishing Company New York.
- Meece, J.S ECCLES, J. L (2010). Hand BOOK of RESEARCH on School, Schooling and Human development New York, Routledge.
- Santrock. J.W (2006). Child Development, Tata McGraw-Hill Company New York.
- Santrock. J.W (2007). Adolescence, Tata McGraw-Hill Publishing Company New York.
- Innes, J. M., and Fraser, C. (1971). Experimenter bias and other possible biases in psychological research. European Journal of Social Psychology, 1(3), 297-
- .
- Clark H.H and Clark E.V. (1977). Psychological and Language: An Introduction to Psycholinguistics New York.
- Farr, C. W., and Moon, C. E. (1988). New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
- Campbell (1980). The Sense of Well Being in Americans New York. McGraw-Hill.
- Obert, S. Feldman (2009). Understanding Psychology Tata McGraw-Hill.
- Santrock. J.W (2006). Child Development. Tata McGraw-Hill Publishing Company New York.
- Santrock. J. W. (2007). Adolescence, Tata McGraw-Hill Publishing Company New York.
- Garbarino, J. (1982). Children and Families in the social Environment Aldine de Gruyter: New York
- Terman, L. M., and Merrill, M. A. (1916). A "the Stanford- Binnet Scales for measuring Intelligence McGraw-Hill Book Co. Inc., 1943 Ch.10
- Adler, A., Understanding Human Nature London: George Allen & Unwin 1927
- Clark H.H& Clark E.V. (1977). Psychological and Language: An Introduction to Psycholinguistics New York
- Kail and Pellegrino J W. (1985). Human Intelligence Perspective and Prospects. New York: Freeman
- Campbell (1980). The Sense of Well Being in Americans New York. McGraw-Hill Publishing Company New York.
- Obert, S. Feldman (2009). Understanding Psychology Tata McGraw-Hill Publishing Company New York.
- Dweck, C. (2006). Mindset: The New Psychology of Success Random House and L LC.

- Sharma, N. (2003). Understanding Adolescence; N B T India.
- Malewski, A. (2021). Growing Sideways in Twenty-first Century British Culture: Challenging boundaries between childhood and adulthood.
- Raskiliene, A., Smalinskiene, A., Kriaucioniene, V., Lesauskaite, V., & Petkeviciene, J. (2021). Associations of MC4R, LEP, and LEPR Polymorphisms with Obesity-Related Parameters in Childhood and Adulthood Genes, 12(6), 949

Course Title: Punjabi-I**Course Code: BAD102**

L	T	P	Credits
2	0	0	2

Course Outcomes:

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

1. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਨਿਬੰਧ ਜਾਂ ਲੇਖ ਲਿਖਣ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਹੋਵੇਗੀ।
2. ਨਿੱਜੀ ਚਿੱਠੀ ਪੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
4. ਇਕਾਂਗੀ ਦੇ ਮਹੱਤਵਪੂਰਨ ਤੱਤਾਂ ਬਾਰੇ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਗੇ।
5. ਨਿਬੰਧ ਰਚਨਾ ਲਿਖਣ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
6. ਵਿਦਿਆਰਥੀ ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content**ਭਾਗ-ੳ**

10 ਘੰਟੇ

1. ਇਕਾਂਗੀ ਯਾਤਰਾ, (ਸੰਪਾਦਕ) ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘਵੀਰ ਸਿੰਘ

ਭਾਗ-ਅ

8 ਘੰਟੇ

1. ਕਥਾਰੰਗ, ਸੰਪਾ. ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ ਅਤੇ ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ।

ਭਾਗ-ੲ

6 ਘੰਟੇ

1. ਨਿੱਜੀ ਚਿੱਠੀ ਪੱਤਰ।
2. ਇਸਤਿਹਾਰ ਲੇਖਣ ਅਤੇ ਸੱਦਾ ਪੱਤਰ ਲੇਖਣ।
3. ਸੰਖੇਪ ਨਿਬੰਧ ਰਚਨਾ। (250-300 ਸ਼ਬਦਾਂ ਵਿਚ)

ਭਾਗ-ਸ

6 ਘੰਟੇ

1. ਭਾਸ਼ਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਮਹੱਤਵ।
2. ਪੰਜਾਬ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ (ਮਾਝੀ, ਮਲਵਈ, ਦੁਆਬੀ ਅਤੇ ਪੁਆਧੀ)

ਟ੍ਰਾਂਜੈਕਸ਼ਨਲ ਮੋਡ

ਲੈਕਚਰ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਚਰਚਾ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ, ਅਤੇ ਕੇਸ ਅਧਿਐਨ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘਵੀਰ ਸਿੰਘ (ਸੰਪਾਦਕ) (2013); ਇਕਾਂਗੀ ਯਾਤਰਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ (1992), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਹਿਲਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪ੍ਰੋਮ ਪ੍ਰਕਾਸ਼ (2011), ਮੈਦਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।

- ਕਥਾਰੰਗ, ਸੰਪਾ. ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ ਅਤੇ ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ (2005); ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਰੋਤ, ਬੁਟਾ ਸਿੰਘ ਬਰਾੜ (2004), ਵਾਰਿਸ ਸ਼ਾਹ, ਫਾਉਂਡੇਸ਼ਨ ਐਂਮਿਤਸਰ

Course Title: Fundamentals of Computer-I**Course Code: BAD103**

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. Classify binary, hexadecimal and octal number system and their arithmetic operations.
2. Analyze the concept of computer devices and recognition of the basic terms used in computer programming.
3. Identify and learn the details of the components of a personal computer system.
4. Demonstrate the functions of computer programming languages.
5. Utilize the Internet Web resources.

Course Content**Unit-I****10 Hours**

1. Computer Fundamentals: Block diagram of a computer, characteristics of computers and generations of computers.
2. Number System: Bit, byte, binary, decimal, hexadecimal, and octal systems, conversion from one system to the other, representation of characters, integers and fractions.

Unit-II**8 Hours**

1. Binary Arithmetic: Addition, subtraction and multiplication.
2. Computer Codes: weighted and non-weighted code, BCD, EBCDIC, ASCII, Unicode.

Unit-III**6 Hours**

1. Input Devices: Keyboard, Mouse, Joystick, Trackball, Touchscreen, Lighten, Digitizer, Scanners, Speech Recognition Devices, Optical Recognition devices – OMR, OBR, OCR
2. Output Devices: Monitors, Printer and its types.

Unit-IV**6 Hours**

1. Memories: Units of Memory, Main Memories-RAM, ROM and Secondary Storage Devices-Hard Disk, Compact Disk, DVD.
2. Introduction to Computer Terms like Hardware, Software.

Transactional Modes

Collaborative teaching, Cooperative learning, Seminar, PowerPoint

Presentation, e-learning, cyber-gogy.

Suggested Readings

- Sinha P.K. and Sinha P. (2002). Foundations of Computing, First Edition, BPB. Sanders D.H. (1988).Computers Today, Fourth Edition, McGraw-Hill.
- Raja Raman V. (1996). Fundamentals of Computers, Second Edition, Prentice Hall of India, New Delhi.
- Satish J. (1999). Information Technology, Paperback Edition, BPB.

Course Title : Art in Education

Course Code : BAD104

Course Outcomes

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

1. Develop the understanding of meaning, concept and relevance of art in education
2. Get an employment opportunity as an artist
3. Develop personal and professional skills as an art teacher
4. Understand the applications of visual, Performing and literary art
5. Teach learner effectively and creatively through artistic skills

Course Content

Unit I

10 Hours

1. Meaning and Concept of 'Art and Arts in Education.
2. Understanding aesthetics and its Educational Relevance
3. Arts as pedagogy of learning, development and understanding of Arts (visual and performing arts) and their importance in different subjects.

Unit II

10 Hours

1. Knowledge of Indian Craft, Traditions and its relevance in education
2. Knowledge of Indian Contemporary Art and Artists
3. Visual Arts, Indian festivals and their artistic significance
4. Indian Rasa Theories (Bharat Muni's Natya Shastra)

Unit III

10 Hours

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.

Unit IV

15 Hours

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

Transactional Modes

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Role Play, Demonstration, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- Gupta S.P., (2002). Elements of Indian Art. Inderaprashta Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984). An Approach to Indian Art. Publication Bureau.
- Roy C. Craven, (1995). Indian Art A Concise History. Thames and Hudson Ltd, London.
- Sharma L. C., (2002). A Brief history of Indian Painting. Goel Publishing House, Meerut.
- NCERT (2006). Position paper: National focus group on Arts, Music, Dance and theatre. new delhi: NCERT
- Awasthi, S.S. (1964). A Critique of Hindustan Music and Music Education. Jalandhar
- Bhatkhande, V. M. (1987). KRAMIK, Pustak Mahika, Laxmi Narayan Garg, Hathras.
- Bhatnagar, S. (1988). Teaching of Music. Monika Parkashan, Shimla.

Course Title: English Literature-I

Course Code: BAD105

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Construct four basic skills of language –reading, writing, speaking and listening.
2. Explain English literature and its various genres
3. Demonstrate the knowledge of Prose and the literary terms pertaining to it.
4. Understand the basic skills of language for better pronunciation.
5. Grasp the individual sounds/symbols of English language and Phonemic Transcription

Course Content

Unit-I

10 Hours

1. What is Literature?
2. Various Genres of Literature
3. Literature and History

Unit-II

8 Hours

1. Prose
2. The Types of Prose

- Narrative
- Epic
- Dramatic
- Informative
- Contemplative
- Satire
- Allegory
- Parable
- Oxymoron
- Biography and Autobiography
- Irony
- Fable
- Lyric
- Paradox

Unit-III**6 Hours**

Language Items

1. To Define

- Vowel
- Consonant

2. To List

Phonemic Transcription of some given words (One or two syllable)

Unit-IV**6 Hours**

Prescribed Text

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

Transactional Modes

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

Suggested Readings

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

Course Title: ਪੰਜਾਬੀ ਸਾਹਿਤ-I

L	T	P	Credits
3	0	0	3

Course Code: BAD106**Course Outcomes**

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

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਇਤਿਹਾਸ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
3. ਭਾਰਤੀ ਕਾਵਿ- ਸ਼ਾਸਤਰ ਨਾਲ ਸੰਬੰਧਤ ਸੰਕਲਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
4. ਵਿਦਿਆਰਥੀ ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ ਦੀ ਕਾਵਿ ਕਲਾ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
5. ਵਿਦਿਆਰਥੀ ਅਲੰਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

10 ਘੰਟੇ

Hkkx& x**6 ?kaVs**

- 1- ltho dgkfu;ka % lEiknd MkW0 y{ehpUnz [kqjkuk] ifCyds'ku C;wjks] iatkc fo'o fo|ky;] p.Mhx< }kjk izdkf'kr dsoy ikap dgkfu;ka
 d- "krjat ds f[kykMh
 [k- eerk
 x- vf'kf{kr dk g`n;
 ?k-ekSr ds eqagesa

Hkkx&?k**6 ?kaVs**

1. fgUnh lkfgR; dk bfrgkl % dky foHkktu ,oa ukedj.k] vkfn dkyhu ifjfLFkr;ka ¼jktuSfrd] /kkfeZd] lkekftd] vkfFkZd½

Transactional Mode

Discussion, Quiz, Open Talk, Self & study, Assignment

Igk;d iqLrdsa

- xqlr ¼M,-½] x.kifrapæ^gnh lkfgR; dk oSKkfud bfrgkl* ¼nks[kaM½]yksd Hkkjrh çdk'ku] bykgkckn] iape laLdj.k] 1999
- uxsæ ¼M,-½- ¼ la½] gnh lkfgR; dk bfrgkl] e;wj isij cSDI] uks,M+k] pkSchloka ladj.k] 1997
- çsepUn] fueZyk] lLrk lkfgR; eaMy] fnYyh] 2007
- prqosZnh jke Lo:i] ^Çgnh lkfgR; vkSj laosnuk dk fodkl* yksd Hkkjrh çdk'ku] bykgkckn] uoeladj.k] 1998
- eayk pan xqlr^ Çgnh lkfgR; dk bfrgkl*];wfuoÆIVh cq d IsaVj] dq#{ks=} f}rh; laLdj.k] 1999
- jk;] xksiky] Çgnh dgkuh dk fodkl] jktdey çdk'ku] fnYyh % 2012

Course Title: Economics-I**Course Code: BAD108**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Describe core micro-economic terms and theories.
2. Comprehend the demand function and production function.
3. Discuss general economic concepts (supply & demand, comparative advantage, opportunity cost, etc.)
4. Analyze the concept of utility and its laws.
5. Explain micro-economic concepts (elasticity, monopoly, price discrimination, etc.).

Course Content**Unit-I****12 Hours**

1. Subject matter of Economics and theory of consumer behavior: Nature and scope of Economics;
2. Basic Economic Concepts: Wants, Scarcity, Competing Ends and Choice, opportunity cost, marginal changes and efficiency.

3. Utility Analysis: Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility. Law of Demand; Movement and shifts in Demand curve. Indifference Curve Analysis: Properties, Consumer Equilibrium, Price, Income and Substitution Effects, Inferior and Griffin Goods.
4. Elasticity of Demand: Price, Income and Cross elasticity; Degrees of Elasticity; Methods of Measuring Price Elasticity of Demand: point, arc and outlay methods.

Unit -II**11 Hours**

1. Theory of Production: Concept of Production. Production Function: Linear and Non-Linear Homogeneous Production Function.
2. Scale of Production: Returns to Scale, Law of Variable Proportions, Isoquants, Marginal rate of technical substitution, Iso-cost line and firm's equilibrium.
3. Cost Structure-Economic costs, Short and long run costs, Cost Curves, Relation between Average and Marginal Cost Curves in Short and Long Run.

Unit -III**10 Hours**

1. The Market Structure: Market structure: Market forms – Perfect and imperfect markets and their features.
2. Perfect Competition-Price and output determination. Short run and Long run equilibrium of the firm.
3. Price and out determination and Firm's equilibrium under monopoly and duopoly. Price and output determination under monopolistic competition. Introduction to oligopoly and concept of Price Rigidity.

Unit-IV**12 Hours**

1. Theory of Distribution: Marginal productivity theory of distribution; Modern Theory of Factor Price.
2. Rent-Ricardian Theory, Scarcity rent and Quasi Rent. Wages –Real wages and Money Wages, collective bargaining, Wage differentials.
3. Interest –Classical and the Keynesian theory of Interest. Profit –Gross and Net Profit, Normal profit, accounting profit.

Transactional Mode

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

Suggested Readings

- Singh, J S, Chopra, P N & Grewal, P S (Punjabi Medium). Price Theory and Distribution, Latest edition).
- Stonier, A W & Hague, D C. A Text Book of Economic Theory (Fourth Edition).
- Samuelson, P A (1972). (Trans. Piar Singh): Arth Shastar Prarmbhik Vishleshan, Punjabi University, Patiala.
- Koutsoyiannis, A. (1990), Modern Microeconomics, Macmillan.
- Lipsey, R G & Chrystal, K A (2004). Economics, 10th Edition, Oxford University Press, New Delhi.
- Salvatore, D (2003). Micro Economics: Theory & Applications, Oxford University Press, New York.
- Robinson, J (Trans.). Apuran Prtiyogita Di Arthiki, Punjabi University,

Patiala.

- Manmohan Singh, H K (1971). (Trans. Om Parkash Vashisht). Mang Sidhant Ate Mishrat Arth-Vivstha Vich Arthik Ganana, Punjabi University, Patiala.
- Ray, N C (1980). An Introduction to Microeconomics, The Macmillan Company of India Ltd, New Delhi.
- Chopra, P N (1998). Micro Economic Theory and Welfare Economics, Kalyani Publishers, New Delhi.
- Ahuja, H L (1999). Advanced Economic Theory, S. Chand & Co., New Delhi.

Course Title: Sociology-I
Course Code: BAD109

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Describe the advanced sociological knowledge focusing on the nature, scope and origin of sociology.
2. Identify the relationship of sociology with other social sciences.
3. Distinguish between cultural explanations.
4. Elucidate the role of organizations, community, and process of socialization.
5. To understand and to interpret the role of social processes, social institutions and social interactions in their lives.

Course Content

Unit-I

12 Hours

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

Unit-II

12 Hours

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

Unit-III

11 Hours

1. Norms and values, status and role, Socialization: Meaning, Process and Agencies.
2. Theories- GH Mead, S Freud, CH Cooley

Unit-IV

10 Hours

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

Transactional Modes

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

Suggested Readings

- Bottomore, T.B .1972. *Sociology: A Guide to Problems and Literature*. Bombay: George Allen and Unwin.
- Gisbert, Pascal.1973. *Fundamental of Sociology*. New Delhi: Orient Longman.
- Thomson, Harry. M.1995.*Sociology: A Systematic Introduction*. India: Allied Publishers.
- Rao, Shankar C.N. 2005. *Sociology Part-I*. Jalandhar: New Academic Publishing House,
- Kaur, Swinderjit. 2014. *Smaj Vigyan De Mool Sanklp*. Patiala: Punjabi University Publication Bureau.
- Applebaum, Richard. P., and William J. Chambliss. 1997. *Sociology*. New York: Addison Welsley Educational Publishers Inc.
- Giddens, Anthony. 2001. *Sociology (Fourth Edition)*. UK: Polity Press.
- Inkeles, Alex. 1982. *Foundations of Modern Sociology*. New Jersey: Prentice Hall, Inc.
- Jayaram, N. 1998. *Introductory Sociology*. India: Macmillan.
- Judge, Paramjit S. 1997. *Samaj vigyanik Drishti kon te sidhant*. (Punjabi). Patiala: Punjabi University Press.
- Judge, Paramjit Singh. 2012. *Foundation of Classical Sociological Theory: Functionalism, Conflict and Action*. New Delhi: Pearson

Course Title: Political Science-I**Course Code: BAD110**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Illustrate logical arguments about the political phenomena.
2. Identify the questions concerning power, liberal and socialist perspective.
3. Relate political science with other subjects.
4. Elucidate the role of political parties in the process of socialization.
5. Classify the political issues of present time and their connectivity with past.

Course Content**Unit-I****12 Hours**

1. Political Science: Meaning, definitions, characteristics and scope.
2. Traditional Political Theory.
3. Difference between political theory and political science.

Unit -II**11 Hours**

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

Unit -III**10 Hours**

1. Functions of state: Socialist perspective.
2. Functions of state: Liberal perspective.
3. Welfare state: concept and functions.

Unit-IV**12 Hours**

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

Transactional Mode

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

Suggested Readings

- Lefort, Claude, and David Macey (1988). Democracy and Political Theory, Vol. 225. Cambridge: Polity Press.
- Cohen, Jean L., and Andrew Arato. (1994). Civil society and political theory. MIT press.
- Carnoy, Martin. (2014). The State and political theory. Princeton university press.
- Held, David. (1991). Political Theory today. Stanford University Press.
- Brown, Chris. (2002). Sovereignty, rights and justice: international Political Theory today. Cambridge: Polity.
- D. Easton. (1972.) The Political System, Scientific Book Agency, Calcutta.
- D. Easton. (1965). A System Analysis of Political life, John, Willey.
- Karl W. Deutsch. (1952). The Nerves of Government, The Free, Press, New York.
- Oran R. Young. (1967). Systems of Political Science, Prentice Hall.
- B.L. Fadia (1984). State Politics in India, Vol. II, New Delhi, Radiant Publisher.
- Laxmikant, M. (2013) Indian Polity, McGraw Hill Education, New Delhi.

Course Title: History-I**Course Code: BAD111**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Describe the nature, scope and origin of history.
2. Understand the various Social & Political concepts and functions working during the Delhi Sultanate.
3. Understand the Market System and Economic development in this period.
4. Make relationship among various Societies.
5. Understand the administrative setup of Sultanate from central to local

level.

Course Content

Unit-I

12 Hours

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.

Unit-II

11 Hours

1. Jainism: Causes responsible for the rise of new religions; Life and teachings of the Mahavir Swami.
2. Buddhism: Life and Teaching of the Gautam Budha.

Unit-III

10 Hours

1. The Mauryan Empire: Establishments and Achievements Ashoka's Dhamma, Administration under the Mauryas and their decline.
2. The Gupta Empire: Social, Economic, Culture and Scientific developments under Guptas

Unit-IV

12 Hours

1. Harsha Vardhan: Harsha Vardhan and Southern Dynasties (Cholas, Pallavs and Rashtrakutas).
2. Maps:
 - (a) Important Historical places: Taxila, Indraprastha, Kurukshetra, Kannauj, Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, Kanchi, Lothal, Nalanda, Hastinapur, Kalibangan, Harappa and Kalinga.
 - (b) Extent of the Mauryan Empire
 - (c) Gupta Empire under Samundra Gupta.

Transactional Mode

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

Suggested Readings

- Basham, A.L. Wonder That Was India, Calcutta: Rupa, 1992.
- Goyal, S.R., A History of Indian Buddhism, Meerut: Kasumanjli Prakashan, 1987. Habib, Irfan,
- Vivekanand Jha Mauryan India, Delhi: Tulika Books, 2004.
- Jha, D.N., Ancient Indian an Historical Outline, Delhi: Manohar (2nd Rev. Ed.), 2005.
- Pandey, V.C. and Pandey, A.C. New History of Ancient India, Jalandhar: A.B.C., 1999.
- Ray Chaudhary, H.C. (Re. ed.) by B.N. Mukherjee, Political History of Ancient India, Calcutta: Oxford University Press, 1996.
- Sastri, K.A. Nilakanta, A History of South India, 2nd ed., Oxford University Press, 1958.
- Sastri, K.A. Nilakanta, History of South India, from pre-historic times to the fall of Vijaynagar, (4th ed.), Delhi: Oxford University Press, 1995.
- Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient

- India, Delhi: Motilal Banarasi Das, 1991.
- Sharma, R.S. India's Ancient Past, Delhi: Oxford University Press, 2005.
 - Sharma, R.S. Looking for the Aryan, HYDERABAD: Orient Longman, 1995.
 - Tharpar, Romila Early from the Origin to A.D. 1300, Penguin, 2002.
 - Altekar, A.S. State and Government in Ancient India, Delhi: Motilal Banarsi Das, 1965.
 - Bryant, Edwin, Origin of Vedic Culture, Delhi: Oxford University Press, 2001.
 - Charkrabarti, Uma, The Social Dimensions of Early Buddhism, Delhi: Oxford University Press, 1987.
 - Chattopadhyaya, B.D. Studying Early India, Delhi: Permanent Black, 2003.
 - Goyal, S.R. History of Imperial Guptas, Meerut; Kusumanjali, 1967.
 - Jha, D.N. (ed.), Society and Ideology in India, Delhi: Sterling Publisher, 1985.
 - Levin-Bongard, G.M., Mauryan India, Delhi: MunshiramManoharlal, 1966.
 - Maity, S.K., The Imperial Gupta and their times, Delhi; Motilal Banarsidas, 1975.
 - Ratnagar, Shereen, and Enquiries into the Political Organization of Harappan Society, Pune: Ravish, 1991.
 - Thapar, Romila, Asoka and the decline of the Mauryas, Delhi: Oxford University Press, 1997.

Course Title: Religious Studies-I**Course Code: BAD112**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Describe the nature, scope and origin of religious studies.
2. Understand religious studies, alternately known as the study of religion
3. Describe, the concept of historically based, and cross-cultural perspectives.
4. Understand that, an etymological analysis alone does not resolve the ambiguity of defining religion, since each verb points to a different understanding of what religion is.
5. Know that during the Medieval Period, the term religious was used as a noun to describe someone who had joined a monastic order (a religion).

Course Content**Unit - I****12 Hours**

1. ਵੈਦਿਕ ਧਰਮ ਦੀ ਜਾਣ-ਪਛਾਣ
2. ਵੈਦਿਕ ਦੇਵਤੇ:-ਵਰੁਣ, ਅਗਨੀ, ਇੰਦਰ
3. ਬਲੀ ਅਤੇ ਯੱਗ

Unit - II**11 Hours**

1. ਭਗਵਾਨ ਮਹਾਂਵੀਰ:-ਜੀਵਨ ਤੇ ਵਿਰਤਾਂਤ

2. ਸਿੱਖਿਆਵਾਂ:-ਤਿੰਨ ਰਤਨ
3. ਪੰਜ ਮਹਾਂ ਵਰਤ:-ਅਹਿੰਸਾ, ਸੱਚ, ਅਸਤੇਯ, ਅਪਰਿਗ੍ਰਹ ਅਤੇ ਬ੍ਰਹਮਚਰਯ

Unit - III**10 Hours**

1. ਭਗਵਾਨ ਬੁੱਧ:-ਜੀਵਨ ਅਤੇਸਿੱਖਿਆਵਾਂ
2. ਛਾਰ ਆਰੀਯਾਸਤ:-ਦੁੱਖ, ਦੁੱਖਾਂ ਦਾ ਕਾਰਨ, ਦੁੱਖ ਦੀਨ ਵਿਰਤੀ ਅਤੇ ਦੁੱਖ ਨਵਿਰਤੀ ਦਾ ਮਾਰਗ।
3. ਅਸਟਾਂਗਮਾਰਗ।

Unit - IV**12 Hours**

1. ਨਮਸੰਸਕਾਰ (ਜੈਨ ਧਰਮ, ਬੁੱਧ ਧਰਮ, ਅਤੇ ਹਿੰਦੂ ਧਰਮ)
2. ਧਰਮ ਪਰਿਵੇਸ਼ ਸੰਸਕਾਰ (ਜੈਨ ਧਰਮ ਅਤੇ ਬੁੱਧ ਧਰਮ)
3. ਮ੍ਰਿਤਕ ਸੰਸਕਾਰ (ਹਿੰਦੂਧਰਮ)

ਵਾਂਜੈਕਸ਼ਨ ਮੋਡ

ਲੈਕਚਰ, ਸਹਯੋਗੀ ਸਖਿਲਾਈ, ਸੈਮੀਨਾਰ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਚਰਚਾ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ, ਅਤੇ ਕੇਸ ਅਧਿਐਨ।

Suggested Readings

- ਗੁਰਮਤਿ ਵਿਚਾਰਧਾਰਾ, ਪ੍ਰੀਤਮ ਸਿੰਘ, ਐਸ-ਜੀ-ਪੀ-ਸੀ, ਸ਼੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ਸਾਹਿਬ।
- ਸਿੱਖ ਇਤਿਹਾਸ, ਡਾ. ਗੰਡਾ ਸਿੰਘ, ਪ੍ਰਿੰ. ਬੇਜਾ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਵਿਸ਼ਵ ਧਰਮ ਸੰਗ੍ਰਹਿ:-ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- ਪੰਜਾਬ ਭੂਤਕਾਲ ਅਤੇ ਵਰਤਮਾਨ (ਵਿਸ਼ੇਸ਼ ਅੰਕ) ਡਾ: ਗੰਡਾ ਸਿੰਘ

Course Title: Math-I**Course Code: BAD113**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

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

Course Content**Unit I****12 Hours**

1. Matrix introduction, matrix operations with their properties, symmetric, skew-symmetric.
2. Hermitian and skew- Hermitian matrices, idempotent, nilpotent, involuntary, orthogonal and unitary matrices, singular and non-singular matrices.

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

Unit II**11 Hours**

- Rank of a matrix, elementary transformations of a matrix, elementary matrices, rank of the sum and product of two matrices, inverse of a non-singular matrix through elementary row transformations, equivalence of matrices.
- Solutions of a system of linear equations, condition of consistency and nature of the general solution of a system of linear non homogeneous equations.

Unit III**11 Hours**

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

Unit IV**11 Hours**

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

Transaction Modes

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

Suggested Readings

- Hari Kishan, (2008), *A Textbook of Matrices*, Atlantic Publishers.
- Fuzhen Zhang, (1999), *Matrix Theory- Basic Results and Techniques*, Springer.
- Shanti Narayan, P.K. Mittal, (2010), *A Textbook of Matrices*, S Chand & Company.
- R.G. Bartle & D.R. Sherbert, (1999), *Introduction to Real Analysis*, John Wiley & Sons.
- T.M. Apostol, (1974), Vol. I, John Wiley & Sons Inc.
- Ajit Kumar and S. Kumaresan, (2019), *A Basic Course in Real Analysis*, CRC Press.
- S. Balachandra Rao & C. K. Shantha, (1992), *Differential Calculus*, New Age Publication.
- H. Anton, I. Birens and S. Davis, (2007), *Calculus*, John Wiley and Sons, Inc.
- G.B. Thomas and R.L. Finney, (2010), *Calculus*, Pearson Education.

- P.K. Jain and Khalil Ahmad: A Text Book of Analytical Geometry of two Dimensions, Wiley Eastern Ltd. 1994.
- Gorakh Prasad and H. C. Gupta: Text Book on Coordinate Geometry, Pothishala Pvt. Ltd., AllahaBAD. 2000.

Web Sources

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

Course Title: Physical Education-I

Course Code: BAD114

L	T	P	Credits
2	0	2	3

Course Outcomes

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

1. Identify the aims, objectives, history and scope of physical education
2. Understand the importance of physical education in regular life
3. Demonstrate personal and environmental hygiene
4. Learn about the organization and management of various national and international level sports events as well as the sports councils
5. Recognize the national level sports awards

Course Content

Unit-I

12 Hours

1. Physical Education: -Meaning, aims, objectives, Scope importance and misconceptions of Physical Education.
2. Explanation of terms in Physical Education: - Recreation, Physical culture coaching, Physical training, Dance
3. Education: - Meaning, objective and relationship with Physical Education.

Unit-II

10 Hours

1. Health Education: - Meaning, scope, Objectives, Principles, importance and factor influence health.
2. Healthful school environment: - importance of school site, building, water supply, sanitation, light, ventilation, furniture and playground in healthful school living
3. Personal Hygiene: - Meaning, need and importance of rest, relaxation and sleep.

Unit-III

13 Hours

1. 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.
2. Indian National Games: - Organization, management & salient features.
3. Sports Award: - Arjun Award, Dronacharaya Award, Rajiv Gandhi Khel Ratna Award, Dhyanchand, Maulana abul Kalam Azad Award.

Unit-IV

13 Hours

1. 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.
2. Asian Games, Commonwealth & SAF Games: - Organization, management & salient features.
3. Olympic Games: - Organization, administration and ceremonies of Ancient and Modern Olympic Games.

Practical

Short Distance Running/ Sprints

Long Jump

Shot put

KaBADdi, BADminton, Football

Suggested Readings

- Dr. G. S. Kang, Health, Physical Education & Sports,
- Dr. Nishan Singh Deol General Science by S. Chanel.
- Kamlesh, M. L. & Sangral M. S. Principles and History of Physical Education, 1977.
- Environmental Studies: V.K. Khosla, Mrs. Kanta Khosla, Dr. R. S. Rattan
- Environmental Education: Mrs. Saroj Sobti, Surjit Singh

Course Title: Fashion Designing-I**Course Code: BAD115**

L	T	P	Credits
2	0	2	3

Course Outcomes

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

1. Learn about the tools and equipment used to make patterns and sewing of fabrics.
2. Functionality of different types of sewing machines, their parts, working and maintenance related to Entrepreneurship
3. Understand about different kinds of pattern developing, grading methods and techniques.
4. Understand Fabric layout and handling of special fabric. Course Content.
5. To utilize acquired knowledge to keep society lively through different new styles and subsequent changes.

Course Content**Unit-I****12 Hours**

1. Introduction Garment Manufacturing Technology
2. Surface Design Techniques

Unit-II**13 Hours**

1. Design Illustration
2. Knitwear Design Technology

Unit-III**11 Hours**

1. Visual Design- Principles and Applications
2. Elements of Fashion

Unit-IV**9 Hours**

1. International Fashion Marketing
2. Graphic Design
3. Garment Construction

Transaction Mode: Group Discussions, Workshops, Seminar, Project Based Learning.

Suggested Readings

- Mullick, Lata Prem, 2010 *Garment Construction Skills*, Kalyani Publishers, New Delhi
- Carr Harold & Latham Barbara, 2008, *The Technology of Clothing Manufacture*, Oxford

Course Title: Home Science-I**Course Code: BAD116**

L	T	P	Credits
2	0	2	3

Course Outcomes

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

1. Develop an understanding of the structure, objectives, scope and opportunities for vocalization of Home Science
2. Provide the knowledge of different areas associated with the Home Science
3. Able to understand various action programs of home science
4. Gain the knowledge of Child Development Services of India
5. Develop the skills for practical use of home science in each aspect of life.

Course Content**Unit-I****12 Hours**

1. Meaning, definitions and structure of Home Science.
2. Importance of Home Science education.
3. Aims of teaching Home Science.

Unit-II**11 Hours**

1. Concept and Scope of Home Science
2. Reasons for vocalization of Home Science.

Unit-III**9 Hours**

1. Correlation of Home Science with other subjects.
2. Broad areas of Home Science.

Unit-IV**13 Hours**

1. Home Science in Action Program
 - a) Applied Nutrition Program
 - b) School Meal Programs,
 - c) Integrated Child Development Services,
 - d) Supplementary foods developed in India- Indian multipurpose food, malt, BalAhar, Supplementary food NIN, Supplementary food (AHSCW)

2. Job opportunities in Home Science.

Practical

1. Make Samples of the following:
 - a. Tacking, running stitch, hemming, back-stitch, button hole stitch, fasteners.
 - b. Seams-Flat seam, counter hem, montua maker, run and fell, French seam.
 - c. Processes- Continuous wrap, two piece placket opening, pleats, gathers into band.
2. Embroidery-Make a sample of 10 embroidery stitches.
3. Taking body measurements.
4. Drafting and construction of the following:
 - a. Child's Bodice Block – Child's Frock
 - b. Jangia, Bloomer
 - c. Adult Bodice Block and Plain sleeve block.
 - d. Petticoat/Apron
 - e. Salwar and Kameez/Kurta-Pyzama

Suggested Readings

- Devadas, Rajamal, P. Text Book of Home Science, Farm Information Unit,
- Directorate of Extension, Ministry of Agriculture, New Delhi 1968.
- Devadas, Rajamal, P. The meaning of Home Science, Sri Avinashilingam Home Science College, Coimbatore, 1973.
- Devadas, Rajamal, P. Methods of teaching Home Science, National Council of Education Research and Training, Delhi 1977.

Course Title: Music-I**Course Code: BAD117**

L	T	P	Credits
2	0	2	3

Course Outcomes

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

1. Understand the basic terminologies of Indian music.
2. Write the practical composition according to the notation system
3. Write the practical composition according to the notation system
4. Studies about the theoretical aspects of ragas.
5. Know the importance of Taal and Lay in instrument music.

Course Content**Unit-I****12 Hours**

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

Unit-II**10 Hours**

1. Importance of Taal and Lay in instrument music.
2. Biographical sketch and contribution towards Indian music of the following:

- a) Tansen
- b) Pandit Vishnu Narayan Bhatknde

Unit-III **13 Hours**

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

Unit-IV **10 Hours**

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

Transaction Modes

Demonstration, Application Oriented, imitation, exploration, improvisation, and composition.

Suggested Readings

- Dr. Davinder Kaur (2017). *Sangeet Roop (Part-I)*
- Dr. Premlata Sharma. (2014). *Sangeet Manual*
- Dr. Yaspal Sharma. (1998). *Gayan Kalan*
- Dr. Suman Lata (1997). *Hindustani Shastri sangeet Sidhantavam Vyavhar*

SEMESTER-II

Course Title: Knowledge and Curriculum

Course Code: BAD201

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. 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.
2. Understand the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum.
3. Analyze the hidden curriculum and various frames of curriculum.
4. Analyze the structure of knowledge as reflected in disciplinary streams and Courses
5. Develop the skills to construct curriculum

Course Content

Unit I

15 Hours

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.

Unit II**12 Hours**

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

Unit III**13 Hours**

1. Curriculum – meaning, objectives and components.
2. Determinants of Curriculum-Philosophical, sociological, psychological and ideological.
3. Relevance of curriculum, principles of curriculum construction. Meaning and concerns of ‘Hidden Curriculum’
4. Curriculum visualized at different levels – National level, State level, School level and Classroom level.

Unit IV**20 Hours**

1. Approaches to curriculum development – subject centered, learner centered and community centered.
2. 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.
3. Relationship between power, Ideology and the curriculum.

Transactional Modes

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Seminars

Suggested Readings

- Butchvarov, P. (1970). *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.
- Dearden, R.F. (1984). *Theory and Practice in Education*, Routledge Kegan & Paul.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the cultural studies*. Routledge Pub.

- Rani, S., & Siddiqui, M. A. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*. *Journal of Education and Practice*, 6(28), 91-96.
- National Council of Educational Research, & Training (India). (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). National curriculum framework for teacher education, 2009: A review of its perspectives and relevancies. *International Journal of Applied Research*, 1(9), 776-778.
- Sen Gupta, M. (2021). *Knowledge and curriculum*. PHI Learning Pvt. Ltd.
- Sen Gupta, M. *Knowledge and curriculum*. PHI Learning Pvt. Ltd., 2021.

Course Title: Punjabi-II**Course Code: BAD202**

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. ਵਿਦਿਆਰਥੀਆਂ ਨਿਬੰਧ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਵਿਦਿਆਰਥੀਆਂ ਵੱਖ ਵੱਖ ਕਵੀਆਂ ਦੀ ਕਾਵਿ ਕਲਾ ਤੋਂ ਜਾਣੂੰ ਹੋਣਗੇ।
3. ਦਫਤਰੀ ਪੱਤਰ ਲਿਖਣਾ ਸਿੱਖ ਕੇ ਵਿਵਹਾਰਿਕ ਜੀਵਨ ਵਿੱਚ ਵਕਤੋਂ ਕਰਨਗੇ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਧੁਨੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
5. ਵਾਰਤਕ ਵਿਵੇਕ ਪੁਸਤਕ ਰਾਹੀਂ ਲੇਖਕਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ		10 ਘੰਟੇ
6. ਵਾਰਤਕ ਵਿਵੇਕ, (ਸੰਪਾਦਕ); ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ		
ਭਾਗ-ਅ		8 ਘੰਟੇ
1. ਕਾਵਿ ਸੁਮੇਲ (ਸੰਪਾਦਕ); ਡਾ. ਕਰਮਜੀਤ ਸਿੰਘ		
ਭਾਗ-ੲ		6 ਘੰਟੇ
1. ਦਫਤਰੀ ਪੱਤਰ।		
2. ਨੋਟਿਸ ਲੇਖਣ ਅਤੇ ਸਮਾਚਾਰ ਲੇਖਣ।		
3. ਪੈਰਾ ਰਚਨਾ।		
ਭਾਗ-ਸ		6 ਘੰਟੇ
1. ਸ਼ਬਦ-ਸ਼੍ਰੇਣੀਆਂ।		
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਾਕ ਬਣਤਰ		

ਟ੍ਰਾਂਜੈਕਸ਼ਨਲ ਮੋਡ

ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਚਰਚਾ।

ਪੁਸਤਕ ਸੂਚੀ

- ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ) (2015): ਵਾਰਤਕ ਵਿਵੇਕ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ (1932), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਹਿਲਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਕਾਵਿਸੁਮੇਲ, (ਸੰਪਾਦਕ) ਡਾ. ਕਰਮਜੀਤ ਸਿੰਘ (2012), ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
- ਡਾ. ਹਰਿਕੀਰਤ ਸਿੰਘ, ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ ਕਾਤਿਜ (1999), ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖਮਾਲਾ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਸਟ ਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ
- ਡਾ. ਹਰਿਕੀਰਤ ਸਿੰਘ (2003), ਰੁਪਾਂਤਰੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਸਟ ਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ

Course Title: Fundamental Computer-II

Course Code: BAD203

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. Classify machine language, assembly language, higher level language, 4GL their uses.
2. Analyze the MS Word and recognition of the basic terms used in MS Word.
3. Identify and learn the details of the MS Excel.
4. Demonstrate the functions of computer programming languages.
5. Utilize application software.

Course Content

Unit-I

4 Hours

1. Computer languages: Machine language, assembly language, higher level language, 4GL.
2. Introduction to Compiler, Interpreter, Assembler, Assembling, System Software, Application Software.

Unit-II

4 Hours

1. MS Word: Introduction, Creating & Editing Word Document, Saving Document.
2. Working with Text: Selecting, Formatting, Aligning, Finding Replacing Text, Bullets & Numbering, Header & Footer, working with Tables, Properties Using spell checker, Grammar, Auto Correct Feature,
3. Graphics: Inserting Pictures, Clipart, Drawing Objects, Setting page size and margins; Printing documents, Mail-Merge.

Unit-III**3 Hours**

1. MS Excel: Environment, Creating, Opening & Saving Workbook, Range of Cells, Formatting Cells.
2. Functions: Mathematical, Logical, Date Time, Auto Sum, Formulas. Graphs: Charts. Types & Chart Tool Bar.
3. Printing: Page Layout, Header and Footer Tab.

Unit-IV**4 Hours**

1. MS PowerPoint: Environment, Creating and Editing presentation, Auto content wizard using built-in templates.
2. Types of Views: Normal, Outline, Slide, Slide Sorter, Slide Show, Creating, customized templates; formatting presentations, Auto Shapes, adding multimedia contents, printing slides
3. Internet: Basic Internet Terms: Web Page, Website, Home page, Browser, URL, Hypertext, Web Server, Applications: www, e-mail, Instant Messaging, Videoconferencing.

Transactional Mode

Video based Teaching, Collaborative Teaching, Cooperative Teaching, and PowerPoint Presentation.

Suggested Readings

- Sinha P.K. and Sinha P. (2002). *Foundations of Computing*, First Edition, BPB.
- Sanders D. H. (1988). *Computers Today*, Fourth Edition, McGraw-Hill.
- RajaRaman V. (1996). *Fundamentals of Computers*, Second Edition, Prentice Hall of India, New Delhi.
- Jain Satish (1999). *Information Technology*, Paperback Edition, BPB.

Course Title: Understand the Self

L	T	P	Credits
1	0	0	1

Course Code: BAD204**Course Outcomes**

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

1. Develop a vision of life among student teachers.
2. Attain a holistic and integrated understanding of the human self and personality.
3. Enable students to examine and challenge the stereotype attitudes and prejudices that influence identity formation and the process of individuation.
4. Develop positive attitude among student teachers.
5. Encourage future teachers to develop the capacity for self reflection and personal integration.

Course Content**Unit I****12 Hours**

1. Defining the self and identity, self perception theory and determinants of self.

2. Consciousness as self function
3. Development of self through self regulatory mechanisms and body, role of meditation and yoga
4. Developing emotional integration through practice of yoga and meditation
5. Dynamics of identity formation
6. Developing positivity and self esteem

Unit II**10 Hours**

1. Role of society in development of self
2. Relational self across cultures in society
3. Intrapersonal, Interpersonal and Global conflicts, role of teacher in resolving conflicts

Unit III**10 Hours**

1. Exploring fear and trust: competition and cooperation
2. Developing the capacity for empathetic listening and communication skills
3. Understand and challenge the unconscious and conditional attitude towards gender, caste, religion, region, race, class etc.

Unit IV**13 Hours**

1. SWOC analysis: history, concept and importance for individual
2. Self esteem: concept, techniques for development of self esteem
3. Self realization and spiritual intelligence: concept and importance
4. Developing skills of inner self organization and self reflection
5. Understanding one's strengths and weaknesses through self observation exercises
6. Self expression through diary writing/self reflecting journal

Transactional Modes

Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Dalal, A.S. (2001). *Our many selves*. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). *Man's search for meaning*. New York: Pocket books.
- Oshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
- Krishnamurti, J. (1953). *Education and the significance of life*, Ojai, California, USA: Krishnamurti foundation trust.
- Wilson, T.D (2002). *stranger to ourselves: discovering the adaptive coconscious* Harvard university press.
- Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
- Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.

- Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.

Course Title: Human Rights Education

Course Code: BAD205

L	T	P	Credits
2	0	0	2

Learning Outcomes

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

1. Develop a basic Understanding of Historical Background of Human Rights
2. Develop a Holistic approach and integrated understanding of the human rights.
3. Bring an awareness of the primary categories of human rights.
4. Bring awareness about the women's Right.
5. Develop understanding and preventive measures regarding child labour.

Course Content

Unit-I

10 Hours

1. Define the term 'Human Rights', Need and Importance of Human Rights.
2. Principles of Human Rights.

Unit II

8 Hours

1. Five primary Categories of human Rights and their Examples.
2. Women's rights as Human Rights.

Unit III

6 Hours

1. Human Rights Education: Citizenship Education, Peace Education, Education for Social justice, Education for democracy.
2. Child labour: meaning of child labour, Types, effects of Child labour and reason behind child labour.
3. Human rights that Prohibits child labour

Unit IV

6 Hours

1. The National Human Rights Commission (NHRC) of India: the main function of NHRC, Headquarters, year of Establishment, Chairperson.
2. International labour Organisation (ILO): Headquarter, year of establishment, chairperson and main function of ILO.
3. Human Rights and United Nations: Role of UN in Protecting Human Rights, Promoting and Protecting Human Rights in the UN System.

Transactional Modes

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

Suggested Readings

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
<https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health>
<https://nhrc.nic.in/>
<https://nhrc.nic.in/statecommission/maharashtra-state-human-rights-commission>
https://en.wikipedia.org/wiki/United_Nations

Course Title: English Literature-II**Course Code: BAD206**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Describe literary terms related to Prose.
2. Write and appreciate different types of Prose
3. Analyze, interpret and critically evaluate a piece of literature
4. Form an idea about the various stages in the development of English language.
5. Understand various terms of literature.

Course Content**Unit-I****11 Hours**

Prescribed Texts:

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

Unit-II**13 Hours****1. Terms pertaining to Prose:**

- a. Novel
- b. Short story
- c. Plot and character
- d. Protagonist
- e. Gothic novel
- f. The Epistolary novel
- g. Conflict
- h. Biography
- i. The Historical novel
- j. The Regional novel
- k. Episode
- l. Adventure novel
- m. The Picaresque Novel

Unit-III**11 Hours**

1. Wuthering Heights: Emily Bronte

Unit-IV**10 Hours**

1. Emma - Jane Austen

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk

Suggested Readings

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

Course Title: Punjabi Literature-II**Course Code: BAD207**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

- ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀਕਹਾਣੀਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
- ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਹਾਣੀ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
- ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਕਾਸ ਤੋਂ ਜਾਣੂੰ ਹੋਣਗੇ।
- ਪੰਜਾਬੀਭਾਸ਼ਾਦੇਗਿਆਨਵਿਚਵਾਧਾਕਰਨਗੇ।
- ਵਿਦਿਆਰਥੀ ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਬਣਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content**ਭਾਗ-ੳ**

10 ਘੰਟੇ

1. ਪੰਜਾਬੀ ਕਹਾਣੀ ਨਾਲ ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ।

ਭਾਗ-ਅ

15 ਘੰਟੇ

1. ਕਥਾ ਸੰਸਾਰ (ਸੰਪਾਦਕ): ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ

ਭਾਗ-ੲ

10 ਘੰਟੇ

2. ਭਾਸ਼ਾ ਦਾ ਨਾਮਕਰਨ, ਪਿਛੋਕੜ ਅਤੇ ਨਿਕਾਸ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ (ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਯੁੱਗ)।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਾਰਥਕਤਾ, ਇਤਿਹਾਸ ਅਤੇ ਸਾਹਿਤਕ ਵਿਰਾਸਤ।

ਭਾਗ-ਸ

10ਘੰਟੇ

1. ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ
2. ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਬਣਤਰ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਲ ਮੋਡ

Lecture, Problem Solving, Blended learning, Discussion, Role Play

ਪੁਸਤਕਸੂਚੀ:

1. ਰੋਤਨ ਸਿੰਘ ਜੱਗੀ (ਸੰਪਾਦਕ): ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੱਧਕਾਲੀਨ ਇਤਿਹਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
2. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ (ਸੰਪਾਦਕ), ਕਥਾ ਸੰਸਾਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।
3. ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ
4. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ (ਸੰਪਾਦਕ) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।

Course Title: Hindi Literature-II**Course Code: BAD208**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. छात्रों को हिंदी की विभिन्न विधाओं का ज्ञान होगा
2. छात्रों को हिंदी व्याकरण का सूक्ष्म ज्ञान होगा
3. निबंध लेखन द्वारा उनकी कल्पनात्मक एवं सृजनात्मक शक्तियों का विकास होगा
4. छात्रों की हिंदी शब्दावली का विकास होगा

Course Content**Hkkx&d****12 ?kaVs**

1. fo/kkxr ifjp; %

d- ,dkadh % mRifÙk] Lo#i] ifjHkkÔk ,oarÙo

[k- fucU/k % Lo#i] Hksn] ifjHkkÔk ,oarÙo

x- miU;kl % ifjHkkÔk] Hksn ,oarÙo

?k- dgkuh % ifjHkkÔk ,oarÙo

Hkkx&[k**11 ?kaVs**

1. vyadj % vuqizkl] 'ysÔ] oØksfDr] miek] #id

2. eqgkojs ,oa yksdksfDr;ka] 'kq}&'v'kq}} i;kZ;okph] foifjrkFkZd 'kCn] vusdkFkZd 'kCn] izR;;

Hkkx&x**10 ?kaVs**

1. laKk] loZuke] fo'ksÔ.k] fØ;k] fØ;k&fo'ksÔ.k ¼dsoy ifjHkkÔ ,oa Hksn mnkgj.k lfgr)

2. vifBr i|ka'k

Hkkx&?k**12 ?kaVs**

1. fucU/k

2. izkFkZuk i=

Transactional Mode

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

Suggested Readings

- भावुक कृष्ण ¼M,-½] Çgnh भाषा का इतिहास अशोक çdk'ku fnYyh % 1997
- तिवारी भोलनाथ ¼M,-½- हिंदी भाषा किताब महल इलाहाबाद प्रथम संस्करण 1966
- तिवारी भोलनाथ ¼M,-½- भाषा विज्ञान किताब महल इलाहाबाद प्रथम संस्करण 1951
- शास्त्रीराम चंद्रवर्मा ¼M,-½- एवं डॉ.माया अग्रवाल भाषा-विज्ञान एवं हिंदी भाषा अनीता प्रकाशन दिल्ली 1994
- बाहरी हरदेव ¼M,-½- हिंदी:उद्भव विकास और रूप किताब महल इलाहाबाद प्रथम संस्करण 1965

L	T	P	Credits
3	0	0	3

Course Title: Economics-II**Course Code: BAD209****Course Outcomes**

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

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

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

1. Indian Economy and Agriculture Sector: Structure of the Indian Economy India: developing economy – features. National Income of India – estimates, trends, growth, structure and limitations.
2. Agriculture: Nature and importance: Trends and factors determining in agricultural production and productivity; green revolution; Problems and prospects. Land Reforms.
3. Agricultural marketing and Agricultural Price policy in agriculture. Agriculture and WTO.

Unit-II**12 Hours**

1. Industry Sector: Industry: Industrial development and policies since independence; Industrial Policy of 1991; Industrial licensing policy – MRTP Act, FERA and FEMA.
2. Growth and problems of small-scale industries; Role of public sector enterprises in India's industrialization – recent policy towards public sector. Recent Government policies; Skill India, Start-up and Make in India.

Unit-III**11 Hours**

1. External Sector: Role of foreign trade: Trends in exports and imports; Composition and direction of India's foreign trade. Balance of payments

crisis and the new economic reforms –Export promotion measures and the new trade policies.

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

Unit-IV

13 Hours

1. Indian Economic Problems: Broad demographic features – Population size and growth rates, sex composition; rural urban migration, occupational distribution; Problem of overpopulation; Population policy in India.
2. Current Challenges of Poverty in India: definition and estimate, poverty line, poverty alleviation programs after 1991. Inequality: income and regional inequality – causes and corrective measures adopted in India.
3. Unemployment in India: measuring Unemployment, magnitude – causes & consequences – major employment programs after 1991– structure & emerging trends in employment. Environmental challenges in India: Land, water and air.

Transactional Mode

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

Suggested Readings

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

Course Title: Sociology-II

Course Code: BAD210

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Comprehend the concept of social interaction.
2. Recognize the associative and dis-associative social process.

3. Identify and differentiate the characteristics of primary, secondary and reference social groups.
4. Analyze the importance social institutions, social control and social deviance.
5. Comprehend the concept of Marriage its functions, and changing patterns.

Course Content

Unit-I

12 Hours

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

Unit-II

11 Hours

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

Unit-III

12 Hours

1. Social Institution: Marriage (Definition and functions, changing patterns).
2. Family: (Definition and functions, changing patterns)
3. Emerging Crisis in Social Relationships, Religion (Definition and functions).

Unit-IV

10 Hours

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

Transactional Mode

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

Suggested Readings

- Rao, Shankar C.N.2005.Sociology Part-I. Jalandhar: New Academic Publishing House.
- Giddens, Anthony. 2001.Sociology. London: Polity.
- Haralambos, M.1980.Sociology: Themes and Perspective. London: Oxford University Press.
- Davis, Kingsley.1978. Human Society. London: Mac Millan Company.
- Jayaram, N.1988. Introductory Sociology. Madras: Macmillan India.
- Johnson, Harry, M. 1980. A Systematic introduction. Delhi: Allied Publishers.
- Mair, Lucy.1972. An Introduction to Social Anthropology. London: Oxford Clarendon Press.

- Mujamdar, D.N. & Madam T.N. 1956. An Introduction to Social Anthropology. Bombay: Asian Publishing House.
- Schaefer, Richard T. 1999. Sociology. New Delhi: Tata Mc Graw-Hill.
- Srinivas, M.N. 1995. Social change in Modern India. New Delhi: Orient Longman.
- Srivastava, A.R.N. 2005. Essentials of Cultural Anthropology, New Delhi: Prentice Hall of India.

Course Title: Political Science-II
Course Code: BAD211

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Discuss universal declaration of human rights and its importance in social life.
2. Justify the concepts that have shaped politics, including Equality, Liberty, Individuality, Democracy and Justice.
3. Compare Political Culture with Political Socialization.
4. Categorize fundamental rights, duties.
5. Understand directive principles of state policy in social life.

Course Content

Unit-I

13 Hours

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

Unit-II

12 Hours

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

Unit-III

11 Hours

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

Unit-IV

9 Hours

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

Transactional Mode

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

Suggested Readings

- Baker, Donald G. (1971). "Political Socialization: Parameters & Predispositions.

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

Course Title: History -II**Course Code: BAD212****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Understand the various concepts regarding Political and Social customs of Ancient Period
2. Understand the relationship of India with other kingdoms
3. Enhance the knowledge of the learner about Historical structure of Ancient India.
4. Understand the various concepts, functions & working System in Ancient India.
5. Understand Deccan Polices.

Course Content

Unit-I

9 Hours

1. Political and Social conditions of India up to 1000 A.D.
2. Invasion of Mahmud Ghazni and Muhammad Ghori causes and their impact.

Unit-II

12 Hours

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

Unit-III

11 Hours

1. Establishment of Mughals: First battle of Panipat: Establishment of Mughal rule.
2. The Akbar: Mughal Administration and their Policies.

Unit-IV

13 Hours

1. Aurangzeb and his Deccan Polices.

Maps:

- (a) Important places in South India: Amaravati, Kalyani, Kanchipuram, thanjaur, Nagapottinam, Gangaikonda Cholapuram, Vengal, Kalinga, Vangaderam, BADami, Patapi, Vangai, Manyakheta, Ellora.
- (b) South dynasties
- (c) Mughal Empire.

Transactional Mode

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

Suggested Readings

- Athar Ali, Mughal Nability Smith, V.A. Akbar the great Mughal Percival Spear, Oxford History of India.
- Misra BB, The Central Administration of the East India Company
- Sarkar, J.N., Fall of the Mughal Empire.
- Muzzafar Alam The crisis of empire in Mughal North India Conp, Delhi, 1986.
- Mann, M.S. History of Ancient India (Raj Publishers, Jalandhar)
- Arora, A.C., History of Ancient India (Pardeep Publications, Jalandhar)
- Subharwal, S.P, History of Ancient India (K. Duggal& Co.)
- Basham, A.L., Wonder That Was India, Calcutta: Rupa, 1992.
- Goyal, S.R., A History of Indian Buddism, Meerut: Kasumanjli Prakashan, 1987.

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

Course Title: Religious Studies -II**Course Code: BAD213**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Learn that Sikhism is based on the spiritual teachings of Guru Nanak, the first Guru (1469-1539), and the nine Sikh gurus those succeeded him.
2. Understand that the Tenth Guru, Guru Gobind Singh named the Sikh scripture Guru Granth Sahib as his successor, terminating the line of human Gurus and making the scripture the eternal, religious spiritual guide for Sikhs.
3. Understand the fundamental beliefs of Sikhism, articulated in the sacred scripture Guru Granth Sahib.
4. Learn that the principal sikh scripture is the Adi Granth (First Scripture), more commonly called the Guru Granth Sahib.
5. Understand the importance of religion in our regular life.

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

1. ਸਿੱਖ ਧਰਮ ਦਾ ਆਰੰਭ: ਸਮਕਾਲੀਨ ਪ੍ਰਸਥਿਤੀਆਂ
2. ਗੁਰੂ ਨਾਨਕ ਦੇਵ: ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆਵਾਂ
3. ਗੁਰੂ ਾੰਗਦ ਦੇਵ ਦਾ ਯੋਗਦਾਨ: ਸਿੱਖ ਧਰਮ ਦੇ ਪ੍ਰਚਾਰ ਅਤੇ ਪਸਾਰ ਵਿੱਚ ਯੋਗਦਾਨ

Unit- II**12 Hours**

1. ਗੁਰੂ ਅਮਰ ਦਾਸ: ਸਮਾਜ ਸੁਧਾਰ ਦੇ ਕਾਰਜ
2. ਗੁਰੂ ਰਾਮਦਾਸ: ਅੰਮ੍ਰਿਤਸਰ ਦੇ ਸਰੋਵਰ ਦੀ ਖੁਦਾਈ ਤੇ ਮਸੰਦ ਪ੍ਰਬੰਧ
3. ਗੁਰੂ ਅਰਜਨ ਦੇਵ: ਸ਼ਹਾਦਤ ਦੇ ਕਾਰਨ ਅਤੇ ਸਮਕਾਲੀ ਪ੍ਰਸਥਿਤੀਆਂ

Unit- III**11 Hours**

1. ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ: ਮੀਰੀ-ਪੀਰੀ ਦਾ ਸਿਧਾਂਤ ਤੇ ਅਕਾਲ ਤਖ਼ਤ ਦੀ ਸਥਾਪਨਾ
2. ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ: ਵਸ਼ਿਵ ਧਰਮ ਚਿੰਤਨ ਅਤੇ ਸਿੱਖ ਸ਼ਹਾਦਤ
3. ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ: ਖਾਲਸੇ ਦੀ ਸਾਜਣਾ

Unit- IV**13 Hours**

1. ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ: ਜੀਵਨ, ਜਿੱਤਾਂ ਤੇ ਸ਼ਹਾਦਤ
2. ਸਿੱਖ ਮਿਸਲਾਂ: ਇਤਿਹਾਸਕ ਜਾਣ-ਪਛਾਣ, ਗੁਰਮਤਾ ਤੇ ਸਰਬੱਤ ਖਾਲਸਾ
3. ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ: ਜੀਵਨ ਤੇ ਪ੍ਰਾਪਤੀਆਂ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਲ ਮੋਡ

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

Suggested Readings

- ਸਿੱਖ ਇਤਿਹਾਸ, ਡਾ. ਗੰਡਾ ਸਿੰਘ, ਪਿੰ. ਤੇਜਾ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਸਿੱਖ ਵਿਚਾਰਧਾਰਾ, ਪ੍ਰੋ. ਪ੍ਰੀਤਮ ਸਿੰਘ, ਸ਼੍ਰੋਮਣੀ ਗੁਰਦੁਆਰਾ ਪ੍ਰਬੰਧਕ ਕਮੇਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ, ਡਾ. ਗੰਡਾ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਸਿੱਖ ਮਿਸਲਾਂ ਤੇ ਸਰਦਾਰ ਘਰਾਣੇ, ਸੋਹਣ ਸਿੰਘ ਸੀਤਲ
- ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ, ਬਾਬਾ ਪ੍ਰੇਮ ਸਿੰਘ ਹੇਤੀ

Course Title: Math -II**Course Code: BAD214****Course Outcomes**

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

1. Recognize and determine infinite limits and limits at infinity and interpret with respect to asymptotic behavior.
2. Determine the existence of, estimate numerically and graphically, and find algebraically the limits of functions.
3. Familiarize with various methods of solving differential equations of first and second order and to have qualitative applications
4. Solve various working rule for finding solution of linear differential equations with constant coefficients, homogeneous linear equations or Cauchy-Euler equations, linear differential equations of second order with variable coefficients, initial and boundary value problems etc.
5. Understand problems in nature using ordinary differential equations.

Course Content**Unit-I****10 Hours**

L	T	P	Credits
3	0	0	3

1. Derivative of a function, the derivative as a function, derivatives of a polynomial and exponential function, the product and quotient rule, rate of change in social and natural science. Derivatives of Trigonometric, Logarithmic and hyperbolic functions.
2. Successive differentiation, Asymptotes, Multiple points, Tests for concavity and convexity, points of inflexion, Tracing of curves in Cartesian, Curvature, radius of curvature, center of curvature.

Unit-II**12 Hours**

1. Integration as inverse process of differentiation Integration of a variety of functions by substitution, by partial fractions and by parts.
2. Evaluation of simple integrals of trigonometric, exponential and Logarithmic function.
3. Definite integrals as a limit of a sum, Fundamental Theorem of Calculus (without proof) Basic properties of definite integrals and evaluation of definite integrals. Double and Triple Integral.

Unit-III**11 Hours**

1. Introduction of Differential equations, Order and Degree of Differential Equations, Complete primitive (general solution, particular solution and singular solutions), Existence and uniqueness of the solution $dy/dx = f(x,y)$.
2. Differential equations of first order and first degree, Separation of variables, Homogeneous linear Equations, Exact Equations, Integrating Factor, Linear Equation, Equation of First order but not of first degree.

Unit-IV**12 Hours**

1. Linear differential equations with constant coefficients, Complementary function, Particular integral, working rule for finding solution of linear differential equations with constant coefficients, Homogeneous linear equations or Cauchy-Euler equations
2. Simultaneous differential equations, Differential equations of the form $dx/P = dy/Q = dz/R$ where P, Q, R are functions of x, y, z. Exact differential equations.

Transactional Mode

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

Suggested Readings

- Rudin, W., Principles of Mathematical Analysis, McGraw-Hill (2013).
- Malik, S.C. and Arora, S., Mathematical Analysis, Wiley Eastern (2010).
- Simmons G. F., Introduction to Topology and Modern Analysis, Tata McGraw Hill (2008).

- Jain, P. K., Ahmad Khalil, Metric Spaces, Alpha Science Publishers (2004).
- G.F. Simmons, (2002), Differential Equations with Application and Historical Notes, Tata –McGraw Hill.
- B. Rai, D.P. Choudhary & H. J. Freedman, (2002), A Course of Ordinary Differential Equations, Narosa.
- Ian N. Snedden, (2013), Elements of Partial Differential Equations, Dover Publication.
- L.E. Elsgolts, (1970), Differential Equation and Calculus of variations, University Press of the Pacific.
- M. D. Raisinghania, (2018), Ordinary and Partial Differential Equations, S Chand.
- J.B. Fraleigh, (2003), A first course in Abstract Algebra, Addison-wiley.
- Joseph A Gallian, Contemporary Abstract Algebra, Brooks/Cole Cengage Learning, 2016
- N. Herstein, (2006), Topics in Algebra, John Wiley & Sons.
- Thomas W Hungerford, (1990), Abstract Algebra – An Introduction, Saunders College Publishing.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Website/ Links/ Online portal/ICT:

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

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

Course Title: Physical Education -II

Course Code: BAD215

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the importance of physical health.
2. Identify the anatomical and biomechanical bases of human movement
3. Gain the knowledge of techniques of first aid
4. Understand the importance of psychology in physical education
5. Recognize the influence of heredity and environment on child development

Course Content

Unit-I

12 Hours

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.

Unit-II**10 Hours**

1. Muscles: Structure and function of different types of muscles, Contraction of Skeletal muscles (eccentric, concentric and static).
2. Circulatory system: Structure and function of heart, arteries, veins and capillaries and mechanism of blood circulation
3. Drug Abuse: Causes symptoms, BADeffects and control of Alcohol, Smoking and Drugs addiction.

Unit-III**13 Hours**

1. Pollution: Meaning, BADeffects and remedial measures of Air, Water and Noise pollution.
2. Sports injuries: Cause, symptoms, first aid, treatment and prevention of (Sprain, Strain, Contusion, Dislocation & Fracture)
3. First Aid: Introduction, Definition, Aim and Principles. Types & technique of first aid.

Unit-IV**10 Hours**

1. Sports Psychology: - Introduction, Definition, Aim and Principles.
2. Heredity and environment: - Meaning, scope and effects of heredity and environment of growth and Development.
3. Classification of Age: - Chronological age, physiological age and anatomical age.

Transactional Mode

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

Suggested Readings

- Health, Physical Education & Sports Dr. G.S. Kang, Dr. Nishan Singh Deol
- General Science by S. Chanel
- Kamlesh, M.L. & Sangral M.S. Principles and History of Physical Education, 1977.
- Environmental Studies: V.K. Khosla, Mrs. Kanta Khosla, Dr. R. S. Rattan
- Environmental Education: Mrs. Saroj Sobti, Surjit Singh

Course Title: Fashion Designing -II**Course Code: BAD216**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Learn about pattern of Tailor garments, in correct sequence of operations.
2. Understand designs of fabric, required to complete within a given frame of time.
3. Learn how to promote their various designs in fabric construction, boutiques field.

4. Understand how to apply ideas for the Design preparation and convey them verbally, visually and digitally.
5. Learn about application of shaping devices.

Course Content

Unit-I

9 Hours

1. Basic Hand Stitches:
2. Basting-even, uneven and diagonal, Tailor's tacks,
3. Back stitch, Hemming- visible and invisible.
4. Application of Fasteners: Buttons and buttonholes, hooks and eyes, hammer ones.

Unit-II

11 Hours

1. Sewing Technology:
2. Exercise of machine's control on speed, paper exercises and fabric exercises.
3. Different types of seams and seam finishes.
4. Seams – Plain, French, run and fell, run and hem, slot, lap, piped, counter seam, counter hem, fringe.

Unit-III

13 Hours

1. Seam finishes– Overcast seam finish, double stitched finish, herringbone finished, edge stitched seam, bound seam finish, pinked seam.
2. Application of shaping devices:
3. Tucks – Plain, cross, shell, released, group.
4. Pleats - knife, box, inverted box, cartridge and kick.

Unit-IV

12 Hours

1. Gathers.
2. Necklines-Round, square, V shape etc.
3. Plackets continuous, 2-piece
4. Zips and Fasteners
5. Pockets patch, in-seam, patch with pleat, patch with flap.
6. Collars, sleeves
7. Yokes Construction of a baby frock

Transactional Mode

Group Discussions, Questions, Project Based Learning, Video Based Teaching

Suggested Readings

- Doongaji Shree & Pande Roshani, 2004 Desh, *Basic Process & Clothing Construction*, Publisher Unique Education Books, Raj Parkashan, New Delhi.
- Lata Mullick Prem, 2011 *Garment Construction Skills*

Course Title: Home Science -II

Course Code: BAD217

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the importance of Home Science in regular life.
2. Develop an understanding of health and personal hygiene
3. Provide the knowledge of food hygiene
4. Enabled to gain the knowledge of various methods to purify water from different resources
5. Gain the knowledge about causes, first aid/remedies for different diseases

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

1. Hygiene: Definition of hygiene. Definition of infection, sources, carrier and control, Definition and types of immunity.

Unit-II**11 Hours**

1. Food Hygiene: Definition, Hygiene during preparation, service and storage of food, Food poisoning, causes and prevention.

Unit-III**13 Hours**

1. Purification and storage of water for home.

Unit-IV**12 Hours**

1. Causes and spread of following diseases
2. Caused by insects-malaria, dengue
3. Conveyed by ingestion-enteric fever, cholera, dysentery and diarrhea.
4. Spread by droplet infection, chicken pox, measles, mumps and tuberculosis.
5. Sexually transmitted diseases – AIDS.

Transactional Mode

Group Discussions, Questions, Project Based Learning, Video Based Teaching

Suggested Readings

- Best & Taylor (1975): The living body, Bombay, Asia Publishing House.
- Best & Taylor (1970): Human Body: Its Anatomy & Physiology, London Chapman & Hall Ltd.
- Best & Taylor (1979): Physiological basis of medical practice, Baltimore, Williams & Wilkins Co.
- Amour F.E.D. (1961): Basic Physiology, London, University of Chicago Press.

Course Title: Music-II**Course Code: BAD218****Course Outcomes**

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

1. Studies about the compositional forms of Hindustani music.
2. Learn about the notation systems of Hindustani music.

L	T	P	Credits
2	0	2	3

3. Classification of Indian Musical Instruments.
4. Learn to write the practical composition according to the notation system.
5. Know the importance of Taal and Laya in instrument music.

Course Content**Unit-I** **12 Hours**

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

Unit-II **10 Hours**

1. Biographical sketches and contribution towards Indian Music of the following:
 - a) Pt. Vishnu Digamber Paluskar (b)Gujjar Ram Vasdev Ragi
2. One ShaBADin Nirdharit Raga

Unit-III **11 Hours**

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

Unit-IV **12 Hours**

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

Transactional Mode

Lecture, Problem Solving, Discussion, Demonstration

Suggested Readings

- Dr. Davinder Kaur: (1 January 2017) Sangeet Roop (Part-I)
- 2. Dr. Premlata Sharma: (1 January 2007) Sangeet Manual
- Dr. Yaspal Sharma: (1998) Gayan Kalan
- Dr. Suman Lata: (1998) Hindustani Shastrisangeet Sidhantavam Vyavhar

SEMESTER-III**Course Title: Contemporary India & Education****Course Code: BAD301**

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. Develop an understanding of ideals, values and diversities in Indian Education to be applied in teaching and learning

2. 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
3. Apply the knowledge of programs and documents for the process of education in India
4. Understand education Critically in pre-independent and post independent India
5. Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.

Course Content

Unit –I

15 Hours

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.

Unit –II

15 Hours

1. Educational Policies- NEP-1986 and NPE-2020, Program of action-1992, National curricular 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 Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report (1944)

Unit –III

17 Hours

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.

Unit- IV

13 Hours

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

Transactional Mode

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

Suggested Readings

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

Course Title: English-I**Course Code: BAD302****Course Outcomes**

L	T	P	Credits
2	0	0	2

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

1. Demonstrate working knowledge of literary genre
2. Identify the distinct literary characteristics

3. Analyze short stories for their structure, meanings, using correct terminology
4. Gain knowledge of grammar rules.
5. Apply the sound principles of writing compositions

Course Content

Unit I

10 Hours

1. Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
2. The Kabuliwallah: Rabindranath Tagore
3. The Eyes Are Not Here: Ruskin Bond
4. The Death of a Hero: JaiNimbkar
5. Grief: Anton Chekov
6. Uncle Podger Hangs a Picture: Jerome K. Jero

Unit II

10 Hours

1. The Poetic Palette (Orient Blackswan,2013)
2. The following poems from this anthology are prescribed:
3. Pippa's Song: Robert Browning
4. Apparently with No Surprise: Emily Dickinson
5. The Tyger: William Blake
6. What Do Animals Dream: Yahia Lababidi
7. Magic of Love: Helen Farries
8. The Charge of the Light Brigade: Lord Tennyson

Unit III

5 Hours

1. Texts Prescribed for Grammar
2. Oxford Practice Grammar by John Eastwood (Exercises 1 to 43)

Unit IV

5 Hours

1. Writing Skills
2. Letters
3. Applications
4. Essays

Transactional Mode

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

Suggested Readings

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

Course Title: Environmental Education**Course Code: BAD303****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Engage with problems of environmental education by using the theoretical approaches.
2. Provide knowledge to the student-teachers about pollution and its control.
3. Acquaint the student teachers with the initiatives of government and local bodies in environment conservation.
4. Acquaint the student teachers with the concept of environment and ecology.
5. Create awareness, knowledge, attitude, skill and capacity building for protecting environment.

Course Content**Unit I****13 Hours**

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.

Unit II**12 Hours**

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.

Unit III**10 Hours**

1. Developmental projects including govt initiatives and their impact on bio-diversity conservation.
2. Wildlife Conservation Especially Endangered Species.

Unit IV**10 Hours**

1. Programs of environmental education for secondary schools.
2. Role of media and ecotourism in creating environmental awareness.
3. Role of local bodies in environmental management, Swachh Bharat Abhyaan

Transactional Modes

Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Simulation, lecture-cum-demonstration, Seminars

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.

Course Title : Proficiency in Teaching**Course Code : BAD304**

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. Understand the meaning, principle and maxims of teaching
2. Explain level and phases of teaching
3. Explain the model of 5E in teaching.
4. Differentiate among Pedagogy, Andragogy, and Heutagogy and Integrate ICT in classroom transactions
5. Understand the evaluation, assessment and CCE.

Course Content**Unit I****8 Hours**

1. Teaching: Meaning, Principles and maxims of Teaching.
2. Strategies of Teaching: Teacher-centered, and learner-centered,
3. Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management

Unit II**7 Hours**

1. 5E model in teaching: Concept, Need, Type and Techniques
2. Micro teaching: Concept, Need, and Types
3. Levels and Phases of Teaching,
4. Characteristics of effective teaching

Unit III**7 Hours**

1. Pedagogy, Andragogy, and Heutagogy : Meaning and concept, types, use of various pedagogies in teaching
2. Integration of Information and Communication Technology in teaching: Meaning, Scope, Importance, Application of ICT in teaching learning process.
3. Flipped, Blended and Web based teaching and learning,

Unit IV**8 Hours**

1. Evaluation: Meaning, concept, difference between assessment, measurement and evaluation
2. Continuous and comprehensive evaluation
3. Characteristics of a good tool.

Transactional Mode

Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). Technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.
- Kumar, P. (2015). Web based technology in education. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). Advanced educational psychology. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). Teacher education. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). Leading 21st century School. U.S.A.: Sage Publications.

- Sharma, R. N., & Chandra. S. S. (2007). Advanced educational technology. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). Educational technology: teaching learning. New Delhi: APH Publishing Corporation.

Suggested Websites

- wiki.eveuniversity.org
- www.adprima.com
- www.apa.org
- www.crlt.umich.edu
- www.edutopia.org
- www.eveuniversity.org
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com

Course Title: English Literature-III
Course Code: BAD305

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the terms related to English Drama
2. Demonstrate concept of the trends and movements in English literature
3. Identify analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts
4. Critically analyze literary and cultural texts
5. Develop critical thinking.

Course Content

Unit-I

12 Hours

1. Important Concepts pertaining to Drama the following terms will have to be studied
 - a. Definition and Essence
 - b. Drama vs. Novel
 - c. Drama and Theatre
 - d. Dramatic action
 - e. Structure
 - f. Characterization
 - g. Dialogue
 - h. Stage Directions
 - i. Dramatic Conventions
2. Important terms pertaining to drama and stage:
 - a. Comic Relief
 - b. Pathos

- c. Aside
- d. Soliloquy

Unit-II**12 Hours**

1. History of English Literature from Chaucer to the Eighteenth Century & Important Trends and Movements in these periods:
 - a. Renaissance and Reformation
 - b. Origin and Rise of Drama in English
 - c. Metaphysical Poetry
 - d. Chief Characteristics of the Neo-Classical Literature.
 - e. Rise of the Novel
 - f. Restoration Comedy

Unit-III**11 Hours**

1. Important Texts of Chaucer to the Eighteenth-Century period:
 - a. Pardoner's Tale
 - b. Lycidas
 - c. Mac Flecknoe
 - d. Epistle to Dr Arbuthnot
 - e. Pamela

Unit-IV**10 Hours**

1. William Shakespeare: Macbeth

Transactional Mode

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

Suggested Readings

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

Course Title: Punjabi Literature-III**Course Code: BAD306****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਹਾਣੀ ਦੀ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਵਿਦਿਆਰਥੀ ਵੱਖ ਵੱਖ ਕਹਾਣੀਕਾਰਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
4. ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਰੂਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
5. ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਲਿਖਣ ਦੀ ਜਾਂਚ ਸਿਖਣਗੇ।

Unit-I**12 Hours**

1. ਪੰਜਾਬੀ ਕਹਾਣੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ

UnitII**12 Hours**

1. ਕਥਾਲੋਕ (ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ) ਸੰਪਾਦਤ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ।

Unit-III**11 Hours**

1. ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (1700-1850)

Unit-IV**10 Hours**

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

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion

ਪੁਸਤਕ ਸੂਚੀ

- ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ ਆਦਿਕਾਲ ਤੇ ਭਗਤੀਕਾਲ (ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ)
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ ਲੁਧਿਆਣਾ।
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ, ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਹਰਭਜਨ ਸਿੰਘ ਭਾਟੀਆ ਤੇ ਬਿਕਰਮ ਸਿੰਘ ਖੁੰਮਣ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਇਤਿਹਾਸਕਾਰੀ (ਭਾਗ ਪਹਿਲਾ ਅਤੇ ਦੂਜਾ), (ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ)
- ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਕਥਾ ਲੋਕ) ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ (ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।

Course Title: Hindi Literature-III**Course Code: BAD307****Course Outcomes**

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

- 1- छात्रों को रीतिकाल के नामकरण परिस्थितियों एवं प्रवृत्तियों की जानकारी होगी
- 2- उषा प्रियवंदा द्वारा रचित पंचपन खम्भे लाल दीवार उपन्यास की जानकारी होगी
- 3- जयशंकर प्रसाद द्वारा रचित प्रतिनिधि कहानियों के माध्यम से समीक्षात्मक दृष्टिकोण का विकास होगा
- 4- उनकी गद्य और पद्य में दिलचस्पी पैदा होगी

Hkx&d**12****?kaVs**

1. jhfrdky % bfrgkl] Lo:i] ukedj.k
2. jhfrdkyhu % ço`fr;kj
3. jhfrdkyhu % ifjfLFkfr;ka ¼jktuSfrd] /kkfeZd] lkekftd] vkfFkZd½

Hkkx&[k**11 ?kaVs**

1. jhfrdky ds çeq[k dfo]
2. jhfrdky dh jpuk;sa % jfld fç;k &ds”konkl

Hkkx&x**10 ?kaVs**

1. fcgkjh lrlbZ ¼çFke 20 nksgs½ &fcgkjh
2. lçlax O;k[k;k vkSj leh{kkRed ç”u

Hkkx&?k**12 ?kaVs**

1. lfU/k % ifjHkk’kk] Hksn ,oa mnkgj.k

Loj lfU/k
O;atu lfU/k
folxZ lfU/k

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion

Suggested Readings

- द्विवेदी आचार्य हजारी प्रसाद कबीर राजकमल प्रकाशन दिल्ली 1906
- तुलसीदास रामचरितमानस गीताप्रेस गोरखपुर 1995
- जायसी .मालिक मोहम्मद पद्यावत राजकमल प्रकाशन दिल्ली 1964
- सिंह श्यामसुन्दर कबीर ग्रंथावली राजकमल प्रकाशन दिल्ली 1989
- सिंह भानुउदय तुलसीदास राजकमल प्रकाशन दिल्ली 1978
- साही विजयदेव नारायण जायसी वाणी प्रकाशन दिल्ली 1976
- रघुवंश जायसी एक नयीदृष्टि राजकमल प्रकाशन दिल्ली 1994

Course Title: Economics-III**Course Code: BAD308**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Identifying the basic concepts and theories of Macro Economics.
2. Describe classical theory of employment and Keynes objection to the classical theory.
3. Judging the role of fiscal policy and monetary policy in a Developing Economy.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
5. Understand Inflation and Business Cycle

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

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

2. The circular flow. Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost.
3. The measurement of National Income-Value Added Method and Expenditure Method. The problem of double counting. Basic Classical Macroeconomics; Say's Law of Market, The Classical Theory of Income and Employment determination.

Unit-II**13 Hours**

1. Keynesian System and Investment analysis: Keynesian Theory: Effective Demand, Aggregate Demand and Aggregate Supply Function.
2. Consumption Function: Factors influencing consumption function.
3. Theory of Investment: Autonomous and induced investment. Investment Multiplier its relevance in emerging economies.
4. Investment function: Concepts of Marginal productivity of capital, marginal efficiency of capital (MEC) and marginal efficiency of investment (MEI).

Unit-III**11 Hours**

1. Inflation and Business Cycle: Definitions of Inflation, causes and effects of Inflation, Types of Inflation- Demand pull vs. Cost push inflation; concept of stagflation; Concept of inflationary gap.
2. Relationship between inflation and unemployment- The Philips curve- short and long run.
3. Business Cycles- Meaning, types of the business cycle, features of the business cycle, phases of business cycle.

Unit-IV**12 Hours**

1. Macroeconomic Policies: Objectives of Macroeconomic Policies. Monetary Policy - Meaning, Instruments: Open Market Operations, Statutory Liquidity Ratio, Bank rate, variable reserve ratio, repo rate; Application in recession and inflation; Advantages and Limitations.
2. Fiscal Policy - Meaning, Instruments: Government Budget Deficit and Deficit Financing-Indian illustration. Deficit financing, Application in recession and inflation; Advantages and Limitations.

Transactional Mode

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

Suggested Readings

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

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

Course Title: Sociology-III

Course Code: BAD309

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Comprehend the forms of social stratification and its positioning in society.
2. Familiarize with the theories of social stratification of Karl Marx and Kingsley Davis.
3. Elucidate the concepts of caste and class.
4. Develop an understanding on social institutions like marriage, family, kinship system.
5. Critically analyze the social aspects

Course Content

Unit-I

12 Hours

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

Unit-II

11 Hours

1. Class and Caste in India: Definition, features, bases, changing patterns and its difference.
2. Gender: Meaning, Definition, and Social Construction of Gender, Gender Inequality.
3. Features of Social Organization in India: Tribal, Rural and Urban, Changes in Organizations

Unit-III

12 Hours

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

Unit-IV

10 Hours

1. Crisis in Rural Society: Rural Indebtedness: Meaning, Causes and Consequences
2. Farmers' suicides: Meaning, Causes and Consequences, Village Panchayats, Panchayati Raj before and after 73rd Constitutional Amendment,

Transactional Mode

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

Suggested Readings

- Davis, Kingsley (1978) *Human Society*, London: Mac Millan Company.

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

Course Title: Political Science-III**Course Code: BAD310**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the importance of political science in regular life.
2. Explain the historical and modern concept of political system
3. Illustrate the concept of citizenship
4. Compare the various Govt. Act.
5. Construct the composition of Indian constitution and working of the Constituent Assembly.

Course Content**Unit-I****10 Hours**

1. Government of India Act 1919
2. Government of India Act, 1935

Unit-II**12 Hours**

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

Unit-III**11 Hours**

1. Human Rights: National Human Rights Commission and Punjab Human Rights Commission
2. Fundamental Rights
3. Fundamental Duties

Unit-IV

12 Hours

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

Transactional Mode

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

Suggested Readings

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

Course Title: History-III**Course Code: BAD311**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the causes and effects of National movements.
2. Understand the Social, Economic & Religious conditions of the Modern India.
3. Understand the importance of history in present times.
4. Know the constitutional development during the freedom Movement.
5. Discuss the agitation against the British rule in India

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

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

Unit-II**13 Hours**

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

Unit-III**11 Hours**

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

Unit-IV**12 Hours**

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

Transactional Mode

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

Suggested Readings

- Roberts, P.E., History of British India, PP. 129-190, 200-232, 300-309, 359-396, 582-657.
- Ishwari Prashad. A History of Modern India, PP. 64-165, 206-274, 402-479.
- Subedar, S.K. Speer, P., History of Modern India.
- Smith, V.A. , The Oxford History of India, PP. 465-590, 654-672, 705-739, 790-838.
- Bisheswar Prashad, Bondage and Freedom
- Majumdar, R.C. and, British Paramountcy and Indian Renaissance, PP. 1-92,
- Others (eds) 406-432, 467-554, 603 (Bhartiya Vidya Bhawan Publications)
- Majumdar R.C. and Struggle for Freedom, PP. 17-34, 454-526,634-679,

721-782 Others (eds.)

- Majumdar R.C. and, An Advanced History of India Others (eds.)
- Thompson and Garret, Rise and Fulfilment of British Rule in India
- Sikri, S.L., Constitutional History of India (English, Punjabi & Hindi)

Course Title: Math-III

Course Code: BAD312

Course Outcomes

L	T	P	Credits
3	0	0	3

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

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

Course Content

Unit-I

10 Hours

1. Eigen values and Eigen vectors: Eigen vectors and Eigen values of a matrix, product of characteristic roots of a matrix and basic results on characteristic roots.
2. Nature of the characteristic roots of Hermitian, Skew-Hermitian, unitary and orthogonal matrices. Characteristic equation of a matrix, Cayley-Hamilton theorem and its use in finding inverse of a matrix.

Unit-II

10 Hours

1. Definition of a group with examples and simple properties, Abelian group, Finite and infinite group, Order of a finite group, General properties of groups, Composition table for finite groups.
2. Order of an element of a group, Group homomorphism, Isomorphism on groups, theorems on
3. subgroups, Coset decomposition, Cayley's theorem, Cyclic group, generating system of group.

Unit-III

11 Hours

1. Normal subgroups, Simple group, Conjugate elements, Normalizer of an element of a group, Class equation of a group, Centre of a group, Conjugate subgroups, Invariant sub groups, Quotient group, Homomorphism and Isomorphism on groups, Kernel of a Homomorphism and related theorems.

Unit-IV

12 Hours

1. Rings, Various types of rings, Rings with unity, Rings without zero divisors, Properties of rings, Sub rings. Ideals, Quotient rings, Principal

ideals, Maximal ideals, Prime ideals, Principal ideal domains, Characteristic of a ring.

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

Transactional Mode

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

Suggested Readings

- Friedberg, Stephen H., Insel, Arnold J., & Spence, Lawrence E. (2003). *Linear Algebra* (4th ed.). Prentice-Hall of India Pvt. Ltd. New Delhi.
- Hadley, G, (2002). *Linear Algebra*, Narosa Publishing House, New Delhi.
- Hoffman and Kunze, (1972). *Linear Algebra*, Prentice Hall of India, New Delhi.
- H. Helson, (1994). *Linear Algebra*, Hindustan Book Agency, New Delhi.
- Dutta, K. B. (2004). *Matrix and Linear Algebra*, Prentice Hall of India.
- S. Lang, (1987). *Linear Algebra*, Springer.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- J. B. Fraleigh, (2003). *A first course in Abstract Algebra*, Addison-Wiley.
- I. N. Herstein, (2006). *Topics in Algebra*, John Wiley & Sons.
- Thomas W Hungerford, (1990). *Abstract Algebra–An Introduction*, Saunders College Publishing.
- Joseph A Gallian, (2016). *Contemporary Abstract Algebra*, Brooks/Cole Cengage Learning.
- V. K. Khanna and S. K. Bhambri, (2014). *A course in Abstract Algebra*, Vikas Publishing House Pvt (Ltd).
- Robert J.T Bell, (1923). *An Elementary Treatise on Coordinate Geometry of three dimensions*, Macmillan India Ltd.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- P.R. Vittal, (2013). *Analytical Geometry*, 2d & 3D, Pearson.
- S.L. Loney, (2018). *The Elements of Coordinate Geometry*, McMillan and Company, London.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Title: Physical Education-III

Course Code: BAD313

L	T	P	Credits
3	0	0	3

Course Outcomes

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

- Understand the importance of physical education in regular life.
- Know about the laws of learning
- Understand different methods of motivation
- Know about remedial measures to control adolescent period
- Understand the role of family, school and sports in socialization

Course Content

Unit-I

12 Hours

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.

Unit-II**10 Hours**

1. Play: - Meaning, theories, types and importance.
2. Psychological factors affecting sports performance: Meaning and remedial measure of anxiety and aggression in sports.
3. Adolescent Period: - Meaning, Characteristics (Physical, Psychological and sociological) Remedial measures to control adolescent problems.

Unit-III**13 Hours**

1. Childhood: Meaning, and Characteristics of physical, mental psychological and social growth and development in childhood.
2. Sports relationship: Role and importance of sports and economy, sports and politics.
3. Sports performance: Causes and remedial measures of India's poor performance in Sports.

Unit-IV**10 Hours**

Individual differences: Meaning, importance and determination.

Socialization: Meaning, characteristics and role of family, school and sports in socialization.

Integration: Meaning, and importance of sports in national and international integration.

Transactional Mode

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

Suggested Readings

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

Course Title: Music-III**Course Code: BAD314****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Understand the musical terms of Hindustani music.
2. Able to differentiate between ragas.
3. Various developments in brief in the history of north India music during the modern period 18 to 20th century AD.
4. Write the practical composition according to the notation system.
5. Studies about the theoretical aspects of ragas.

Course Content

Unit-I

10 Hours

1. Brief life sketches of and contribution of great musician.
 - a) Ustad Bismillah Khan
 - b) Dalip Chander Bedi
 - c) Pro. Tara Singh

Unit-II

14 Hours

1. Knowledge of bhatkhande Thaapadhati.
2. Different jaties of ragas of the present rags system of north Indian music to write the notation of the present raags; Bageshwari, Bhopali.

Unit-III

12 Hours

1. Various developments in brief in the history of north India music during the modern period 18 to 20th century AD.
2. Knowledge of the flowing non detail ragas; a) Deskar b) Bilawal (only aroh, avroh and pakad)

Unit-IV

9 Hours

1. Knowledge of dhrupad
2. Definition and Types of Khyal
3. Brief description of Tanpura

Transactional Mode

Lecture, Problem Solving, Discussion, Demonstration

Suggested Readings

- Dr. Davinder Kaur: *Sangeet Roop* (1 January 2017), *Sangeetanjali Publication Patiala*
- Dr. Mrieunjaya Sharma, Dr. Ram Narayan: *Sangeet manual* (1 January 2014) H.G Publication Delhi
- Dr. Yaspal Sharma: *Gayan Kalan* (1998), Punjabi University Patiala
- Dr. Suman Lata: *Hindustani Shastri sangeet Sidhantavam Vyavhar*, Karnal Publications.

SEMESTER-IV

Course Title: Assessment for Learning

Course Code: BAD401

Course Outcomes

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

L	T	P	Credits
4	0	0	4

1. Understand the nature of assessment and its role in teaching learning process.
2. Critically analyze the role of assessment at different domains of teaching.
3. Develop the skills of construction of testing tools.
4. Manage and implement assessed data.
5. Examine different trends and issues in assessment.

Course Content

Unit I

15 Hours

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

Unit II

10 Hours

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.

Unit III

10 Hours

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.

Unit IV

10 Hours

1. Existing Practices: Semester system, CCE, Grading and Choice Based Credit System.
2. Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity.
3. Non-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.

Transactional Mode

Video based Teaching, Collaborative Teaching, Cooperative Teaching, Role

Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, Seminars

Suggested Readings

- Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation Agra: Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation. New Delhi: Sterling Publishers.
- Anastasi, A. (1983). Psychological Testing. 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin (2011). Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra
- Ebel, L.R. and Frisbie, D.A. (1991). Essentials of Educational Measurement. New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973). Statistics in Education and Pshychology. Bombay, Vakils Febber 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](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.uefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf](http://www.uefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf).
- Kubiszyn, Tom and Borich Gary (1993). Educational Testing and Measurement Harper Collins college publishers
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014). Psychological testing and Assessment. Mc Graw Hill Education (India) Private limited.
- Sharma, R.A. (2010). Essentials of Measurement in Education and Psychology. R. Lal Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010). Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E. (1977). Measurement and Evaluation on Psychology and Education. New York, John Wiley and Sons, Inc.
- Ved Prakash, et al (2000). Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

Course Title: English-II

Course Code: BAD402

Course Outcomes

L	T	P	Credits
2	0	0	2

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

1. Demonstrate knowledge of literary genre
2. Describe and identify the distinct literary characteristics
3. Analyze short stories for their structure and meanings, using

- correct terminology
4. Understand the essence of poetry.
 5. Apply the sound principles of writing compositions

Course Content**Unit-I****10 Hours**

1. Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
 - a. The Doctor's Word
 - b. Green Parrots in a Cage
 - c. The Doll's House
 - d. A Service of Love
 - e. Dusk

Unit-II**10 Hours**

1. The Poetic Palette (Orient Blackswan, 2013) The following poems from this anthology are prescribed:
 - a. Where the Mind is Without Fear: Rabindranath Tagore
 - b. The Soul's Prayer: Sarojani Naidu
 - c. I Sit and Look Out: Walt Whitman
 - d. A Work of Artifice: Marge Piercy
 - e. Whose English Is It Anyway: John Agard
 - f. Ars Poetica: Archibald Macleish

Unit-II**5 Hours**

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

Unit-III**5 Hours**

1. Writing Skills
 - a. Letters
 - b. Applications
 - c. Essays

Transactional Mode

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

Suggested Readings

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

Course Title: Life Skills Education

L	T	P	Credits
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Course Code: BAD403

3	0	0	3
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Course Outcomes

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

1. Understand concept, process and practice of core life skills.
2. Develop interpersonal skills and adopt good leadership behavior for empowerment of self and others.
3. Identify role of life skills for positive change, wellbeing and Familiarize them with theories of Life Skills Approach.
4. Understand application of life skills.
5. Enhance one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out.

Course Content**Unit –I****15 Hours**

1. Life Skills: Meaning, Concept, importance and relevance.
2. 21st Century Core life skills: Social and negotiation; Thinking & coping skills.
3. Strategies of life skills development among students.

Unit –II**10 Hours**

1. The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.
2. Life skills to deal with peer pressure, suicide and substance abuse.

Unit-III**10 Hours**

1. Cognitive problem solving theory.
2. Resilience: Concept, need and importance.
3. Life skills and well-being: Educational implications.

Unit-IV**10 Hours**

1. Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk.
2. Activities (Any one of the following)
 - a. Life skills training- Activities are pertaining to any of the ten core life skills.

Transactional Modes

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Brain Storming, Demonstration, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Baron. A. Robert, (2007). Psychology. New Delhi: Prentice-Hall of India Private Ltd.
- Baumgardner. R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Carr Alan, (2004). Positive Psychology. New York: Routledge.
- Ciccarelli Saundra.K., Meyer Glen, (2007). Psychology. New Delhi: Pearson Education Inc.

- Hilgard, E, Atkinson, R C & Atkinson, R L (1976). Introduction to Psychology (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
- Santrock, W.J., (2006). Adolescence (11th Edn.). New Delhi: Tata Mc Graw-Hill Publishing Company.
- Nair.,V. Rajasenan (2010). Life Skills, Personality and Leadership. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals. Paris: UNESCO.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting. Geneva

Course Title: Mental Health Wellbeing

Course Code: BAD404

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. Understand the importance of mental health.
2. Describe mental health and the factors that influence it.
3. Examine aspects of wellbeing in diverse aspects.
4. Use the value of having good physical health.
5. Evaluate different states of emotional well-being.

Course Content

Unit-1

8 Hours

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

Unit-II

7 Hours

1. Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience

Unit-III

8 Hours

1. Mental Health: Concept and Objectives, Factors effecting Mental Health

Unit-IV

7 Hours

1. Physical Wellbeing: concept and issues related to Health, Fitness and Exercise

Transactional Mode

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

Suggested Readings

- Bahadur, M. (1995). Mental health in theory and practice. Hoshiarpur, V.V.R.I.

- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D. B. Company.
- Crow, L. D., Crow, & Aline. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.

Course Title: English Literature-IV**Course Code: BAD405****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Develop critical thinking and imagination through English Prose and poetry.
2. Grasp the process of communicating and interpreting human experiences through literary representation.
3. Have an awareness of class, race and gender as social constructs of Elizabethan and Romantic Periods of English literature.
4. Create a concept of feminism as a social movement and a critical tool for interpreting texts.

Course Content**Unit-I****11 Hours**

1. William Shakespeare: As you Like It

Unit-II**11 Hours**

1. Wordsworth: The Prelude book 1

Unit-III**11 Hours**

1. Christopher Marlowe: The Jew of Malta

Unit-IV**12 Hours**

1. Mary Wollstonecraft: Vindication of the Rights of Women

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

- Wordsworth, William. *The Prelude*. Penguin, 1983

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

Course Title: Punjabi Literature-IV
Course Code: BAD406

L	T	P	Credits
3	0	0	3

Learning Outcomes

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

1. ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਵਿਦਿਆਰਥੀ ਵੱਖ- ਵੱਖ ਕਵੀਆ ਦੀ ਕਾਵਿ ਕਾਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ, ਹਿੰਦੀ, ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਦੇ ਅਨੁਵਾਦ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
4. ਵਿਦਿਆਰਥੀ ਸ਼ਬਦ ਜੋੜਾ ਦੀ ਸੁਧਾਈ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
5. ਵਿਦਿਆਰਥੀ ਵਿਆਕਰਨ ਦਾ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ	10 ਘੰਟੇ
1. ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ	
ਭਾਗ-ਅ	8 ਘੰਟੇ
1. ਕਾਵਿ ਕੀਰਤੀ, (ਸੰਪਾਦਕ) ਡਾ .ਹਰਿਭਜਨ ਸਿੰਘ	
ਭਾਗ-ੲ	6 ਘੰਟੇ
1. ਅੰਗਰੇਜ਼ੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ	
2. ਹਿੰਦੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ	
3. ਪੰਜਾਬੀ ਦੇ ਇੱਕ ਪੈਰੇ ਦੀ ਸ਼ਬਦ ਜੋੜ ਸੁਧਾਈ, ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਵਾਕ ਸੁੱਧੀਕਰਨ	
ਭਾਗ-ਸ	6 ਘੰਟੇ
• ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਲਿੰਗ ਅਤੇ ਵਚਨ ਪ੍ਰਬੰਧ।	
• ਪੰਜਾਬੀ ਸ਼ਬਦ ਜੋੜ	

Transactional Mode

- ਲੈਕਚਰ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਚਰਚਾ।

ਪੁਸਤਕਸੂਚੀ

- ਕਾਵਿਕੀਰਤੀ, ਡਾ .ਹਰਿਭਜਨਸਿੰਘ, ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀਅੰਮ੍ਰਿਤਸਰ
- ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, ਕਾਵਿ ਕੀਰਤੀ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀ ਹੋਤਰੀ, ਪੰਜਾਬੀ

ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਤੀਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।

Course Title: Hindi Literature-IV
Course Code: BAD407

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. छात्रों को हिंदी काव्य और महाकाव्य की जानकारी होगी
2. छात्रों की हिंदी शब्दावली में वृद्धि होगी
3. छात्रों की कल्पनात्मक, समीक्षात्मक, सृजनात्मक शक्ति का विकास होगा
4. छात्रों को राष्ट्र भाषा हिंदी की बोली एवं लिपि का ज्ञान होगा

Course Content

Unit-I

11 Hours

- 1- dkO;%& ifjHkkÔk] Lo#i] iz;kstuA
- 2- egkdkO; %& ifjHkkÔk ,oaLo#iA
- 3- fgUnhukVd %& ifjHkkÔk ,oa rÛoA
- 4- fgUnhdgkuh %& ifjHkkÔk ,oa rÛoA

Unit-II

11 Hours

1. तकननकी शब्दावली ववरामथचन् सल्थ

Unit-III

11 Hours

1. भाषा पररभाषा प्रवन्त एविं अभभलाक्षणा।

Unit-IV

12 Hours

1. jk.V aHkkÔk fgUnh %& cksyh vkSj fyfiA
2. fgUnhlaLej.k%& mn~Hko vkSjfodkIA
3. FgUnh js[kkfp=%& mn~Hko vkSj fodkIA

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

- HkkÔkfoHkku %& HkksykukFk frokjh ¼fdrkc egy] bykgkckn½
- ¼ii½ lkekU; HkkÔkfoKku %& ckcw IDlsukA
- ¼iii½ HkkÔk foKku dhHkwfedk %& nsosUnzukFk 'kekZ] jk/kkd`..k izdk'kufnYyhA
- The mapping of PO/PSO/CO attainment is as follows:

Course Title: Economics-IV
Course Code: BAD408

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Explain the nature of public finance and difference between the private and public finance.
2. Elucidate the concepts of Balance of Payments and foreign exchange rate.
3. Identify the tax structure in India.
4. Describes the achievements of World Bank, SAARC and IMF.
5. Understand the importance of Economics in daily life.

Unit-I**12 Hours**

1. Introduction to Public Finance and Taxes: Public Finance: Nature and Scope; Public, Private and Merit Goods. Social Goods and Market Failure; Principle of Maximum Social Advantage.
2. Tax: Meaning and Classification of Taxes; Structure of Public Budget. Allocation of Tax Burden-Benefit and Ability to Pay Theories; Incidence and Shifting of Tax Burden, Dead Weight Loss. Major Taxes in India; Goods and Services Tax (GST) in India: Concept and Structure

Unit-II**10 Hours**

1. Public Expenditure & Public Debt: Public Expenditure: Meaning and Importance, Wagner's Hypothesis.
2. Classification of Public Expenditure, Reasons for the Growth of Public Expenditure, Trends in India's Public Expenditure.
3. Public Debt-Sources and its Impact on Economic Growth, Debt Redemption, Fiscal Federalism in India.

Unit-III**11 Hours**

1. Introduction and International Trade Theories: International Economics: Meaning, Scope and Importance; Need for Separate Theory of International Trade.
2. Pure Theory of International Trade: Absolute Cost Advantage Theory, Comparative Cost Advantage Theory, Opportunity Cost Theory, Heckscher-Ohlin Theory, Leontiff Paradox. Concepts of Terms of Trade; Doctrine of Reciprocal Demand, Offer Curves; Singer-Prebisch Thesis.

Unit-IV**12 Hours**

1. Foreign Exchange and Balance of Payment: Meaning of Foreign Exchange; Exchange Rate; Exchange Rate System: Fixed vs. Floating Exchange Rate Policy; Exchange Rate Determination: Purchasing Power Parity Theory Demand and Supply Theory.
2. Balance of Payments: Concept and Components, Disequilibrium in Balance of Payments, Balance of Payments Adjustment. Free Trade and Protection: Arguments for and against; Methods of Protection.
3. GATT & WTO: Functions and Agreements; IMF: Objectives, Functions and Achievements; World Bank Objectives, Functions and Performance.

Transactional Mode

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

Suggested Readings

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

Course Title: Sociology-IV**Course Code: BAD409****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

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

Course Content**Unit-I****12 Hours**

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

Unit-II**11 Hours**

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

Unit-III**12 Hours**

1. Definition and meaning of development, Economic growth and development
2. Social development and social indicators, Environment and Development, Sustainable development

Unit-IV**10 Hours**

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

Transactional Mode

Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Desai, A.R.1985.*India's path of development: A Marxist approach*. Bombay: Popular Prakashan.

- Dube, S C. 1998. *Modernization and development*. Vistaar Publisher: New Delhi.
- Giddens, A. 1990. *The consequences of modernity*. Cambridge: Polity press
- Moor, W. and Robert, C. 1967. *Social change*. New Delhi: Prentice Hall.
- Sharma, S L. 1986 *Development: Socio-cultural development*. Rawat Publications, Jaipur.
- Singh Sukhdev. 1997. *PenduSamaaj ate Pendu Vikas*. Patiala: Publication Bureau Punjabi University.
- Srinivas, M.N.1966. *Social change in modern India*. Berkley: University of Berkley.

Course Title: Political Science-IV**Course Code: BAD410**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Discuss the role of Caste, Religion and Regionalism in Indian Politics
2. Compare and contrast the powers, function of election commission and voting behavior.
3. Categorize the various regional and national political parties.
4. Identify the functioning of various organs of Indian government such as legislature, Executive and Judiciary.
5. Develop skills to understand Constitutional Process

Course Content**Unit-I****10 Hours**

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

Unit-II**13 Hours**

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.

Unit-III**9 Hours**

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

Unit-IV**12 Hours**

1. The Election Commission: Composition, Powers and Role.
2. Electoral Reforms in India
3. Determinants of voting behavior in India.

Transactional Mode

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

Suggested Readings

- Assembly, Constituent. (1949) "Constitution of India." Ministry of Law

and Justice, editor. New Delhi, India: Ministry of Law and Justice, India.

- Bose, Durgadas. (1955). ed. Commentary on the Constitution of India. Vol. 1. SC Sarkar.
- Joshi, Gulabbhai Naranji. (1975.) The Constitution of India. Delhi: Macmillan Company of India.
- Ghosh, Pratap Kumar. (1966). *The Constitution of India: How it Has Been Framed*. Prabhat Prakashan.
- Puneeth, P. & V. N. Shukla. (2008). Constitution of India.
- G. Austin. (1966). The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press.
- G. Austin. (2000). Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford University Press.
- D.D. Basu. (1994). An Introduction to the Constitution of India, New Delhi, Prentice Hall.
- C. P. Bhambari. (1997). The Indian State fifty years, New Delhi, Sipra.
- P. Bras. (2003). Politics of India since Independence, Cambridge University Press,
- P. Brass. (1995). Ethnic Groups and the State, London, Crook Helm.
- P. Brass. (1974). Language, Religion and Politics in North India, London, Cambridge University Press.
- B.L. Fadia. (1984). State Politics in India, Vol. II, New Delhi, Radint Publisher.
- F.R. Frankel. (1978). Indian Political Economy oxford university press.
- R. Kothari. (1988). State against Democracy: In Search of Human Governance, Delhi, Ajantha.
- R. Kothari. (1970). Politics in India, New Delhi, Orient Longman.
- R. Kothari. (1967). Party System and Election Studies, Bombay, Asia Publishing House.
- Iqbal Narain. (1967). State Politics in India, Meerut, Meenakshi Parkashan,
- M.V. Pylee. (1977). Constitutional Government in India, Bombay, Asia Publishing House.

Course Title: History-IV

Course Code: BAD411

Course Outcomes

L	T	P	Credits
3	0	0	3

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

1. Understand the various concepts in the Gurus Period.
2. Provide information regarding Political, Social & Religious issues of during period.
3. Discuss social condition of Punjab.
4. Provide information about the religious condition in Punjab
5. Understand the value of religion in their daily lives.

- Unit-I** **12 Hours**
1. Sources: Main Sources of Punjab History.
 2. Guru Nanak Dev: His Teachings; Evaluation of Sikhism 1539-1606 (from Guru Angad to Guru Arjun Dev Ji)
- Unit-II** **10 Hours**
1. Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur.
 2. Guru Gobind Singh: Creation of the Khalsa and its Significance.
- Unit-III** **11 Hours**
1. Relations of Sikh Gurus with Mughals, 1605-1708.
 2. Banda Bahadur and establishment of Independent rule of the Sikhs; causes of his ultimate failure.
- Unit-IV** **12 Hours**
1. Sikh Struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and Adina Beg.
 2. Maps:
 - a) Battle of Guru Gobind Singh. b) Military exploits of Banda Bahadur.
 - c) Important places connected with the Sikh Gurus in the Punjab.

Transactional Mode

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

Suggested Readings

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

Course Title: Math-IV**Course Code: BAD412****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Acquire the basic ideas of analysis for complex functions in complex variables with visualization through relevant practical situations.
2. Understand the significance of differentiability of complex functions leading to the understanding of Cauchy-Riemann equations.

3. Evaluate the contour integrals and understand the role of Cauchy-Goursat theorem and the Cauchy integral formula.
4. Expand some simple functions as their Taylor and Laurent series, classify the nature of singularities.
5. Understand and Find residues and apply Cauchy Residue theorem to evaluate integrals.

Course Content

Unit-I

12 Hours

1. Analytic Functions and Cauchy-Riemann Equations: Functions of complex variable.
2. Mappings; Mappings by the exponential function, Limits, Theorems on limits, Limits involving the point at infinity, Continuity, Derivatives.
3. Differentiation formulae, Cauchy-Riemann equations, Sufficient conditions for differentiability; Analytic functions and their examples.

Unit-II

12 Hours

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

Unit-III

10 Hours

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

Unit-IV

11 Hours

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

Transactional Mode

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

Suggested Readings

- Brown, James Ward, & Churchill, Ruel V. (2014). *Complex Variables and Applications* (9th ed.). McGraw-Hill Education. New York.
- Bak, Joseph & Newman, Donald J. (2010). *Complex analysis* (3rd ed.). Undergraduate Texts in Mathematics, Springer. New York.
- Zills, Dennis G., & Shanahan, Patrick D. (2003). *A First Course in Complex Analysis with Applications*. Jones & Bartlett Publishers, Inc.

- Mathews, John H., & Howell, Rusell W. (2012). *Complex Analysis for Mathematics and Engineering* (6th ed.). Jones & Bartlett Learning. Narosa, Delhi. Indian Edition.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Title: Physical Education-IV**Course Code: BAD413**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the importance of physical education in their regular life.
2. Understand the importance of yoga in their regular life.
3. Know about the functions of different organs of respiratory system
4. Know about the communicable diseases
5. Understand the effects of yoga.

Course Content**Unit-I****12 Hours**

1. Digestive system: - Structure and function of different organs of digestive system and mechanism of digestion.
2. Respiratory system: Structure and function of different organs of Respiratory system, mechanism of respiration (Internal & External).
3. Excretory System: Structure and function of kidney and skin.

Unit-II**10 Hours**

1. Endocrine System: - Structure, Function and location of Pituitary, Thyroid and Adrenal glands.
2. Communicable Diseases: - Classification, mode of transmission, presentation and control of malaria tuberculosis, hepatitis A, B, tetanus, Typhoid, rabies and Aids.
3. Yoga: - Meaning, aim, importance and types of yoga.

Unit-III**13 Hours**

1. Asanas: - Importance, practicing meditative pose-padma, vagra, such asana Culture poses: - halasanas, sarvangasana, bhujayasana, salbhasana, dhanurasanas and chakarasana.
2. Effect of yoga on body- Effect of yoga on different system of body.
3. Pranayam: - Meaning, objective, importance physiological value and types.

Unit-IV**10 Hours**

1. Sudhi Kirya: - Meaning, Objective, Physiological values and types.
2. Conditioning: - Meaning, objective, importance and principal.
3. Relaxation: - Meaning, importance and techniques of relaxation progressive muscle relaxation, breathing exercise, yoga nidra and transcendental meditation.

Transactional Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E

team Teaching, Quiz, Case analysis.

Suggested Readings

- Kang G. S. Deol N. S. – An introduction to Health and Physical Education 21st century Patiala 2008.
- Yoga Hygiene, simplified by the Yoga institute, Santa Cruz, Bombay, Shri Yogendra 1980.
- Swami Siranander: The Science of Paranayama, 1978, Published by the Divine life society P. O. Shivananda Nagar. Distt. Tehri Garhwal. U. P. Himalayas Ind.
- Facts about by Shri Yogendra, 1975, Kuvalaya Dhama, Lonavala Bombay.
- Bucher Olsen and Willgoose: The Foundation of Health, Prentice Hall Inc. Englewood Cliffs, New Jersey, 1976.
- G. S. Kang: Anatomy, Physiology and Health Education, Published by Publication Bureau, Punjabi University, Patiala.
- Ajmer Singh and Jagtar Singh Gill: Essential of Physical education and Olympic movement Kalyani Publishers, Ludhiana. 2004.

Course Title: Music-IV

Course Code: BAD414

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the hindustani music in depth.
2. Study the texts of ancient scholars of Hindustani music.
3. Learn about the life and contribution of the composers of Hindustani music.
4. Detailed knowledge of Dhrupad & Dhammar styles of singing.
5. Learn to write the practical composition according to the notation system.

Course Content

Unit-I

12 Hours

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

Unit-II

14 Hours

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

Unit-III

8 Hours

1. Taalas: Char Taal, Tilwara
2. Importance of Laya & talas in music.

3. Definitions of music.

Unit-IV**11 Hours**

1. Historical development of Indian music 1st to 17th century.
 - a) Matang Muni
 - b) Sharang Dev
2. Origin & development of the Thumrigayanshailee.

Transactional Mode

Lecture, Problem Solving, Discussion, Demonstration

Suggested Readings

- Dr. Davinder Kaur (1 January 2017) Sangeet Roop (Part-I)
- Dr. Premlata Sharma: (1 January 2007) Sangeet Manual
- Dr. Yaspal Sharma: (1998) Gayan Kalan
- Dr. SumanLata: Hindustani Shastrisangeet Sidhantavam Vyavhar

SEMESTER-V**Course Title: Health and Physical Education****Course Code: BAD501**

L	T	P	Credits
2	0	2	3

Course Outcomes

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

1. Enhance the knowledge and understanding of mental and physical health as well as fitness.
2. Create awareness on different aspects of health and fitness.
3. Develop understanding about the nature of injuries and to take care during emergencies and provide first aid
4. Acquire knowledge of common communicable diseases.
5. Understand the diet modification in the treatment of underweight and obesity.

Course Content**Unit-I****10 Hours**

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 Program: Health services, Health supervision and instructions.

Unit II**8 Hours**

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

Unit III**6 Hours**

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

Unit IV

6 Hours

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

Practical Work: Any one

- a) Write a project report on BMI of students.
- b) To give practical knowledge of first aid (snake bites, dog bites, sprain, abrasion, fractures, dislocation, drawing)
- c) Case Study/ Report on Yoga Asan.

Transactional Mode

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

Suggested Readings

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

Course Title: Basics of Research**Course Code: BAD502****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Explain the meaning, nature and types of research.
2. Conduct action research in their initiations.
3. Understand and develop the hypothesis in research.
4. Select appropriate sampling technics for their research.
5. understand meaning and their type of research tools.

Course Content

Unit: I	10 Hours
1. Educational Research: Meaning, Nature and Scope	
2. Types of Research: Pure, Applied and Action research	
Unit: II	10 Hours
1. Action Research: Meaning, Need and Characteristics	
2. Steps of Action Research	
Unit: III	10 Hours
1. Hypotheses: Meaning, Types	
2. Variables: Meaning, Type	
Unit: IV	15 Hours
1. Sampling Techniques: Meaning and its types	
2. Research tools: Meaning and type	

Transactional Mode

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

Suggested Readings

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

Vikas Publication

- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Newby, P. (2014). *Research Methods for Education*. New York: Routledge Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.

Course Title: Language across the Curriculum

Course Code: BAD503

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. Design the curriculum for teacher and learners' usage
2. Inculcate the communication skills in the students
3. Develop language skills: Oracy, writing, Reading and listening
4. Explain the school and home language.
5. Determine the effectiveness of self study and references skills

Course Content

UNIT I

12 Hours

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

UNIT II

8 Hours

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

UNIT III

10 Hours

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;

UNIT IV

15 Hours

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

Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz.

Suggested Readings

- Halliday, M. A. K. (1978). *Language as Social Semiotic: the social*

interpretation of language and meaning, Edward Arnold: London.

- Trudgill, P. (1992). *Introducing language and society*. London: Penguin.
- Wardhaugh, R. (1986). *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell
- Reid, T. B. (1956). Linguistics, structuralism, philology", *Archivum Linguisticum*
- Swales, J. (1990). *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

Course Title: Enriching Learning Through ICT

Course Code: BAD504

L	T	P	Credits
2	0	0	3

Course Outcomes

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

1. Interpret & adapt ICT in accordance to educational aims & principles.
2. Well acquainted themselves with the computer system and its accessories.
3. Use MS-Office (MS- Word, PowerPoint & Spreadsheet) in computer skillfully.
4. Integrate technology in classroom setting for teaching & learning.
5. Develop skills of using computer.

Course Content

Unit I

10 Hours

1. ICT: concept, characteristics and importance, Role of information technology in teaching-learning process.
2. Challenges of integrating ICT in school education.

Unit II

10 Hours

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

Unit III

12 Hours

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

Unit IV

13 Hours

1. Hardware technologies and their applications: overhead projector, DLP projector, Audio-video recording instruments and CCTV.
2. New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning.

Transactional Modes

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

Suggested Readings

- Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.

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

Course Title: English Literature-V**Course Code: BAD505**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Develop deep understanding of the language
2. Critically analyze and evaluate British literature.
3. Show familiarity with major literary works by British writers of 19th century.
4. Exercise their ability to think clearly and cogently
5. Construct an argument in writing, state facts clearly and cogently and recognise and use the formats of different forms of writing like letters and essays.

Course Content**Unit-I****11 Hours**

1. Murder in Cathedral: T. S. Eliot

Unit-II**12 Hours**

1. The Subjugation of Women by J. S. Mill

Unit-III**11 Hours**

1. Mayor of Caster bridge – Thomas Hardy

Unit-IV**11 Hours**

1. Vanity Fair: William Makepeace Thackeray

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

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

- Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. Oxford University Press, 2004.

Course Title: Punjabi Literature-V**Course Code: BAD506****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. ਰੇਖਾ ਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
2. ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
3. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
4. ਬਲਵੰਤ ਗਾਰਗੀ ਦੀ ਲਿਖਣ ਸ਼ੈਲੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
5. ਸਾਹਿਤ ਤੇ ਸਮਾਜ ਦੇ ਆਪਸੀ ਰਿਸਤੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content**ਭਾਗ-ੳ**

10 ਘੰਟੇ

1. ਰੇਖਾ ਚਿੱਤਰ ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਕਲਪ

ਭਾਗ-ਅ

15 ਘੰਟੇ

1. ਹਸੀਨ ਚਿਹਰੇ (ਰੇਖਾ ਚਿੱਤਰ) ਬਲਵੰਤ ਗਾਰਗੀ।

ਭਾਗ-ੲ

10 ਘੰਟੇ

1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1947 ਤੋਂ 2000 ਤੱਕ)

ਭਾਗ-ਸ

10 ਘੰਟੇ

1. ਸਾਹਿਤ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ, ਸਾਹਿਤ ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ, ਸਾਹਿਤ ਤੇ ਸਮਾਜ, ਸਾਹਿਤ ਤੇ ਸ਼ਖਸੀਅਤ, ਸਾਹਿਤ ਤੇ ਮਨੋਵਿਗਿਆਨ।

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

2. ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ)ਆਦਿਕਾਲ ਤੇ ਭਗਤੀਕਾਲ (ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
3. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ ਲੁਧਿਆਣਾ।
4. ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ, ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
5. ਬਲਵੰਤ ਗਾਰਗੀ, ਹਸੀਨ ਚਿਹਰੇ, ਨਵਖੁੱਗ ਪਬਲਿਸਰਜ ਨਵੀ ਦਿੱਲੀ 2018.

Course Title: Hindi Literature-V**Course Code: BAD507**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. छात्रों को हिंदी साहित्य के भक्तिकाल के उदय एवं परिस्थितियों की जानकारी होगी
2. छात्रों को भक्तिकाल के संत कवियों एवं उनकी साहित्यिक कृतियों की जानकारी होगी
3. छात्रों को हिंदी साहित्य के आधुनिक काल के उदय एवं परिस्थितियों की जानकारी होगी
4. छात्रों छाया वादी, प्रकृतिवादी एवं प्रयोगवादी कविता की जानकारी होगी

Course Content**Unit-I****11 Hours**

1. dforkyksd % la0 MkW0 f'kodqekj 'kekZ] ifCyds'ku C;wjks] p.Mhx<+ }kjkizdkf'kr
2. dchj] jSnkl] xq# ukudnso] lwjnk] ehjkckbZ

Unit-II**12 Hours**

1. xksnku ¼miU;kl½ % eqa'khizsepUn }kjkjfr

Unit-III**11 Hours**

1. izfrfuf/k dgkfu;ka % t;'kadjizlkn ¼izFke ikapdgkfu;ka½ jktdeyizdk'ku] fnYyh

Unit-IV**11 Hours**

1. fgUnhIkfgR; dk HkfDrdky %fgUnhIkfgR; esaHkfDr dk mn; ifjfLFkfr;ka] IUrdkO;] izeq[k dfo%&ukenso]

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

- गुप्त (डॉ.), गणपतिचंद्र 'हिंदी साहित्य का वैज्ञानिक इतिहास' (दोखंड), लोक भारती प्रकाशन, इलाहाबाद, पंचमसंस्करण, 1999
- सिंह, डॉ. नामवर, कविता के नये प्रतिमान, राजकमल प्रकाशन, 2009
- नगेंद्र (डॉ.) (सं), हिंदी साहित्य का इतिहास, मयूर पेपर बैक्स, नोएडा, चौबीसवां संस्करण, 1997
- कुमार, डॉ. प्रेम, कविता का वैचारिक परिप्रेक्ष्य, कलमकार पब्लिकेशन्स, दिल्ली, 2022
- शुक्लरामचंद्र, हिंदी साहित्य का इतिहास, नागरी प्रचारिणी सभा, वाराणसी, छत्तीसवाँ संस्करण, 2008

- चतुर्वेदी रामस्वरूप, हिंदी साहित्य और संवेदना का विकास, लोक भारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998
- मंगल, लाल चंदगुप्त हिंदी साहित्य का इतिहास, यूनिवर्सिटी बुक सेंटर, कुरुक्षेत्र, द्वितीयसंस्करण, 1999

Course Title: Economics-V**Course Code: BAD508**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Express historical evolution of economics and its importance in life.
2. Understand current issues and trends related to teaching of Economics.
3. Use various skills, techniques and strategies of teaching of economics.
4. Discuss unit plans and lesson plans on various topics and present them effectively.
5. Interpret and discuss the role and value of agriculture economics and its importance.

Course Content**Unit I****12 Hours**

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.

Unit II**10 Hours**

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

Unit III**13 Hours**

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)

Unit IV**10 Hours**

- Sectors of Indian Economy
- Agriculture and National Economy
- Poverty as challenge

Suggested Activities

- Preparing mock budget of their home/school for a financial year
- PowerPoint presentation based seminar on the contributions of any one eminent Economist: Contribution of eminent Indian and Foreign

Economists towards Economics: Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou

Transactional Mode

Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, E-Monitoring, Flipped Teaching, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. 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

Course Title: Sociology-V

Course Code: BAD509

Course Outcomes

L	T	P	Credits
3	0	0	3

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

1. Understand the social structure.
2. Comprehend the concept of social interaction.
3. Recognize the associative and dis-associative social process.
4. Identify and differentiate the characteristics of primary, secondary and reference social groups.
5. Analyze the importance social institutions, social control and social deviance.

Course Content

Unit-I

12 Hours

1. Social Interaction and Social Processes: Concepts of social interaction and social processes, Types of social processes: Integrative and

Disintegrative (Cooperation, Accommodation, Assimilation, Competition and Conflict).

Unit-II **11 Hours**

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

Unit-III **12 Hours**

1. Social Institution: Marriage (Definition and functions, changing patterns), Family: (Definition and functions, changing patterns), Emerging Crisis in Social Relationships, Religion (Definition and functions).

Unit-IV **10 Hours**

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

Transactional Mode

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

Suggested Readings

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

Course Title: Political Science-V

Course Code: BAD510

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the concepts of Political Science
2. Discuss universal declaration of human rights and its importance in social life.
3. Justify the concepts that have shaped politics, including Equality,

- Liberty, Individuality, Democracy and Justice.
4. Compare Political Culture with Political Socialization.
 5. Categorize fundamental rights, duties and directive principle of state policy in social life.

Course Content

Unit-I

13 Hours

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

Unit-II

12 Hours

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

Unit-III

11 Hours

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

Unit-IV

9 Hours

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

Transactional Mode

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

Suggested Readings

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

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

Course Title: History-V**Course Code: BAD511**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the various concepts regarding Social customs of Ancient Period
2. Understand the various concepts regarding Political customs of Ancient Period
3. Understand the relationship of India with other kingdoms
4. Enhance the knowledge of the learner about Historical structure of Ancient India.
5. Understand the various concepts, functions & working System in Ancient India.

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

1. Political and Social conditions of India up to 1000 A.D.
2. Invasion of Mahmud Ghazni and Muhammad Ghori causes and their impact.

Unit-II**12 Hours**

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

UNIT-III**11 Hours**

1. Establishment of Mughals
 - a) First battle of Panipat: Establishment of Mughal rule.
 - b) The Akbar: Mughal Administration and their Policies.

Unit-IV**13 Hours**

Aurangzeb and his Deccan Polices.

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

Transactional Mode

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

Suggested Readings

- Athar Ali, Mughal Nability Smith, V.A. Akbar the great Mughal Percival Spear, Oxford History of India.
- Misra BB, The Central Administration of the East India Company
- Sarkar, J.N., Fall of the Mughal Empire
- Muzzafar Alam The crisis of empire in Mughal North India Conp, Delhi, 1986
- Mann, M.S. History of Ancient India (Raj Publishers, Jalandhar)
- Arora, A.C., History of Ancient India (Pardeep publications, Jalandhar)
- Subharwal, S.P, History of Ancient India (K. Duggal & Co.)
- Basham, A.L., Wonder That Was India, Calcutta: Rupa, 1992.
- Goyal, S.R., A History of Indian Buddhism, Meerut: Kasumanjli Prakashan, 1987.
- Habib, Irfan, Vivekanand Jha, Mauryan India, Delhi: Tulika Books, 2004.
- Jha, D.N. Ancient Indian an Historical Outline, Delhi: Manohar (2nd Rev. ed.), 2005.
- Ray Chaudhary, H.C. (re. ed.) by B.N. Mukherjee, Political History of Ancient India, Calcutta: Oxford University Press, 1996.
- Sastri, K.A. Nilakanta, A History of South India, 2nd ed., Oxford University Press, 1958.
- Sastri, K.A. Nilakanta, History of South India, from pre-historic times to the fall of vijaynagar, (4th ed.), Delhi: Oxford University Press, 1995.
- Levin-Bongard, G.M., Mauryan India, Delhi: MunshiramManoharlal, 1966.
- Maity, S.K., The Imperial Gupta and their times, Delhi; Motilal Banarsidas, 1975.
- Ratnagar, Shereen Enquiries into the Political Organization of Harappan Society, Pune: Ravish, 1991.
- Thapar, Romila, Asoka and the decline of the Mauryas, Delhi: Oxford University Press, 1997.

Course Title: Math-V

Course Code: BAD512

Course Outcomes

L	T	P	Credits
3	0	0	3

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

1. Recognize and determine infinite limits and limits at infinity and interpret with respect to asymptotic behavior.
2. Determine the existence of, estimate numerically and graphically, and find algebraically the limits of functions.
3. Familiarize with various methods of solving differential equations of first and second order and to have qualitative applications
4. Solve various working rule for finding solution of linear differential equations with constant coefficients, homogeneous linear equations or Cauchy-Euler equations, linear differential equations of second order with variable coefficients, initial and boundary value problems etc.

5. Understand model problems in nature using ordinary differential equations.

Unit-I**10 Hours**

1. Derivative of a function, the derivative as a function, derivatives of a polynomial and exponential function, the product and quotient rule, rate of change in social and natural science. Derivatives of Trigonometric, Logarithmic and hyperbolic functions.
2. Successive differentiation, Asymptotes, Multiple points, Tests for concavity and convexity, points of inflexion, Tracing of curves in Cartesian, Curvature, radius of curvature, centre of curvature.

Unit-II**12 Hours**

1. Integration as inverse process of differentiation Integration of a variety of functions by substitution, by partial fractions and by parts. Evaluation of simple integrals of trigonometric, exponential and Logarithmic function.
2. Definite integrals as a limit of a sum, Fundamental Theorem of Calculus (without proof) Basic properties of definite integrals and evaluation of definite integrals. Double and Triple Integral.

Unit-III**11 Hours**

1. Introduction of Differential equations, Order and Degree of Differential Equations, Complete primitive (general solution, particular solution and singular solutions), Existence and uniqueness of the solution $dy/dx = f(x, y)$.
2. Differential equations of first order and first degree, Separation of variables, Homogeneous linear Equations, Exact Equations, Integrating Factor, Linear Equation, Equation of First order but not of first degree.

Unit-IV**12 Hours**

1. Linear differential equations with constant coefficients, Complementary function, Particular integral, working rule for finding solution of linear differential equations with constant coefficients, Homogeneous linear equations or Cauchy-Euler equations.
2. Simultaneous differential equations, Differential equations of the form $dx/P = dy/Q = dz/R$ where P, Q, R are functions of x, y, z. Exact differential equations,

Transactional Mode

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

Suggested Readings

- Rudin, W., Principles of Mathematical Analysis, McGraw-Hill (2013).
- Malik, S.C. and Arora, S., Mathematical Analysis, Wiley Eastern (2010).
- Simmons G. F., Introduction to Topology and Modern Analysis, Tata McGraw Hill (2008).

- Jain, P. K., Ahmad Khalil, Metric Spaces, Alpha Science Publishers (2004).
- G.F. Simmons, (2002), Differential Equations with Application and Historical Notes, Tata –McGraw Hill.
- B. Rai, D.P. Choudhary & H. J. Freedman, (2002), A Course of Ordinary Differential Equations, Narosa.
- Ian N. Snedden, (2013), Elements of Partial Differential Equations, Dover Publication.
- L.E. Elsgolts, (1970), Differential Equation and Calculus of variations, University Press of the Pacific.
- M. D. Raisinghania, (2018), Ordinary and Partial Differential Equations, S Chand.
- J.B. Fraleigh, (2003), A first course in Abstract Algebra, Addison-wiley.
- Joseph A Gallian, Contemporary Abstract Algebra, Brooks/Cole Cengage Learning, 2016
- N. Herstein. (2006), Topics in Algebra, John Wiley & Sons.
- Thomas W Hungerford, (1990), Abstract Algebra – An Introduction, Saunders College Publishing.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Website/ Links/ Online portal/ICT:

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

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

Course Title: Physical Education-V

Course Code: BAD513

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Identify the anatomical and biomechanical bases of human movement
2. Gain the knowledge of techniques of first aid
3. Understand the importance of psychology in physical education
4. Recognize the influence of heredity and environment on child development

Course Content

Unit-I

12 Hours

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.

Unit-II

10 Hours

1. Muscles: - Structure and function of different types of muscles, Contraction of Skeletal muscles (eccentric, concentric and static).
2. Circulatory system: - Structure and function of heart, arteries, veins and capillaries and mechanism of blood circulation

3. Drug Abuse: - Causes symptoms, BADeffects and control of Alcohol, Smoking and Drugs addiction.

Unit-III**13 Hours**

1. Pollution: - Meaning, BADeffects and remedial measures of Air, Water and Noise pollution.
2. Sports injuries: - Cause, symptoms, first aid, treatment and prevention of (Sprain. Strain, contusion, dislocation & fracture)
3. First Aid: - Introduction, Definition, Aim and Principles. Types & technique of first aid.

Unit-IV**10 Hours**

1. Sports Psychology: - Introduction, Definition, Aim and Principles.
2. Heredity and environment: - Meaning, scope and effects of heredity and environment of growth and Development.
3. Classification of Age: - Chronological age, physiological age and anatomical age.

Transactional Mode

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

Suggested Readings

- Health, Physical Education & Sports Dr. G.S. Kang, Dr. Nishan Singh Deol
- General Science by S. Chanel
- Kamlesh, M.L. & Sangral M.S. Principles and History of Physical Education, 1977.
- Environmental Studies: V.K. Khosla, Mrs. Kanta Khosla, Dr. R. S. Rattan
- Environmental Education: Mrs. Saroj Sobti, Surjit Singh

Course Title: Music-V**Course Code: BAD514**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Studies about the compositional forms of Hindustani music.
2. Learn about the notation systems of Hindustani music.
3. Classification of Indian Musical Instruments.
4. Learn to right the practical composition according to the notation system.
5. Know the importance of Taal and Laya in instrument music.

Course Content**Unit-I****12 Hours**

1. Historical Development of music in following periods
 - a) Ramayan Period
 - b) Mahabharat Period

2. Classification of Indian Musical Instruments.
3. Definition of the following in the context of Gurmata Sangeet:
Raag, Mahla, Rahao, Anka.

Unit-II**10 Hours**

1. Biographical sketches and contribution towards Indian Music of the following
(a) Pt. Vishnu Digamber Paluskar (b) Gujjar Ram Vasdev Ragi
2. One ShaBAD in Nirdharit Raga

Unit-III**11 Hours**

5. Biographical Sketches and Contribution of the Following:
b) Pt. Jasraj b) Ustad Amir Khan
6. Elementary Knowledge of the following Ragas
b) Darbari b) Bhairav

Unit-IV**12 Hours**

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

Transactional Mode

Lecture, Problem Solving, Discussion, Demonstration

Suggested Readings

- Dr. Davinder Kaur (1 January 2017) Sangeet Roop (Part-I)
- Dr. Premlata Sharma: (1 January 2007) Sangeet Manual
- Dr. Yaspal Sharma: (1998) Gayan Kalan
- Dr. Suman Lata: Hindustani Shastrisangeet Sidhantavam Vyavhar

Course Title : Pedagogy of English**Course Code : BAD515**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Interpret the basic nature of English language and its relation to disciplinary knowledge.
2. Apply pedagogical approaches of teaching of English in different classroom settings.
3. Understand the pedagogy of English language.
4. Participate in classroom discussion with emphasis on describing the situation to develop communication skills including fluency, expression sequencing, accuracy, vocabulary and pronunciation
5. Employ the rules of grammar and patterns of intonation

Course Content**Unit I****10 Hours**

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 English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Unit II**10 Hours**

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 languageapproach; constructiveapproach; multilingualapproachtolanguageteaching. Western thoughts on language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).
2. A Critical Analysis ofthe 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).

Unit III**12 Hours**

1. Grammar in Context; Vocabulary in Context Acquisition of Language Skills: Listening &speaking.
2. 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

Unit IV**13 Hours**

1. Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech andwriting.

2. Linguistic System: The classification of speech and sound; The organization of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Transactional Modes

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Simulation, Lecture method, lecture-cum-demonstration, Seminars.

Suggested Readings

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

Course Title : Pedagogy of Punjabi**Course Code : BAD516**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

- 1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- 2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੌਸ਼ਲ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ) ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
- 3 ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
- 4 ਪਾਠਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
- 5 ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

ਪਾਠ ਸਮੱਰਗੀ**ਇਕਾਈ 1**

10 ਘੰਟੇ

1. ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ , ਪ੍ਰਕਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
3. ਲਿੱਪੀ ਦੇ ਅਰਥ , ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
4. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ , ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਬਾਰੇ ਦੇ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚ ਮਹੱਤਵ।

ਇਕਾਈ 2

8 ਘੰਟੇ

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ , ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
2. ਉਚਾਰਨ ਅਤੇ ਉਚਾਰਨ ਦੇ ਕਾਨਲ ਅਤੇ ਸੁਧਾਰ , ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ ਵਿਵਾਦ , ਭਾਸ਼ਣ , ਕਹਾਣੀ ਸੁਣਾਉਣਾ ਕੋਈ ਦੋ ਕਿਰਿਆਵਾਂ)
3. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਉੱਚੀ ਪਾਠ ਅਤੇ ਪਾਠ ਦਾ ਮਹੱਤਵ
4. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ , ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

12 ਘੰਟੇ

- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ, ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆ ਦਾ ਵਿਕਾਸ।
- ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕਰਮ ਦਾ ਅਰਥ , ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਇਕਾਈ 4

15 ਘੰਟੇ

- ਵਚਨ ਬੋਧ, ਸਵਰ , ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ , ਲਗਾਮਾਤਰਾਂ, ਲਗਾਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ, ਦੇ ਨਿਯਮ।
- ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ, ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ, ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁਤ ਅਰਥਕ ਸ਼ਬਦ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

1. ਭਾਸ਼ਣ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰਿਵਿਊ, ਸੈਮੀਨਰ, ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

- ਨਿਰਧਾਰਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਕਾਣਾ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ – ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ
- ਸਿੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ।
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ।
- ਸਿੰਘ, ਤੀਰਥ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ।
- ਸਿੰਘ ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ
- ਸੰਘਾ .ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਜਲੰਧਰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ।
- ਜਸਵੰਤ ਸਿੰਘ (2012) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

Course Title : Pedagogy of Hindi

Course Code : BAD517

Course Outcomes

L	T	P	Credits
3	0	0	3

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

1. fo|kFkĒ fganh Hkk"kk vkSj mldh cksfy;ksa ds ckjs esa tku ldsaxs
2. fo|kFkĒ fganh Hkk"kk ds fl)kar vkSj lw= le> ldsaxs
3. fo|kFkĒ fganh Hkk"kk ds fofHkUu dkS'kyksa dk ç;ksx dj ldsaxs
4. fo|kFkĒ ikB&;kstuk vkSj f'k{k.k vfèkxe lkexzh rS;kj dj ldsaxs
5. fo|kFkĒ fganh Hkk"kk esa dfork] fucaèk] ukVd bR;kfn ij ekSfyd jpuK dj ldsaxs

Course Content

bdkbZ ¼d½

Hours:10

Hkk'kk dk Lo:i

1. fganh Hkk'kk rFkk mldh cksfy;kj] nsoukxjh fyfi dh fo'ks"krk, j rFkk lhek, j
2. Hkk'kk dh Hkwfedk& lekt esa] fo|ky; esa] rFkk f'k{k ds ek;/e ds :i esa A
3. fganh f'k{k ds fl)kUr vkSj lw= A

bdkbZ ¼k½

Hours:15

Hkk'kk;h n{krk@dkS"ky&

1. Jo.k dkS"ky & vFkZ] mn~ns";] xq.k] fof/k;kj A

2. ekSf[kd vfHkO;fDr & vFkZ] mn~ns";] xq.k] fof/k;kj A
3. x- iBu~ dkS"ky & vFkZ] mn~ns";] ¼dguh] dfork½ A
4. ?k- ys[ku dkS"ky & vFkZ] mn~ns";] lksiku ,oa fof/k;kj A

bdkbZ ¼x½**Hours: 10**

1. iqLrdky; dh fo"ks'krk;sa
2. fganh i<+us&i<+kus dh pqukSfr;kjA
3. fgUnh v/;kid ds xq.k ,oa pqukSfr;kjA

bdkbZ ¼?k½**Hours:10**

1. lqk;d f"kk{k.k lkexzh & vFkZ] mi;ksfxrk] izdkj& if=dkvksa] lekpkj i=ksa] jsfM;ks
2. [k- dEl;wVj dk f"kk{k.k lkexzh ds :i esa mi;ksx rFkk iz;ksxA ¼fucU/k] i=] fjiksVZ fy[kus dk vH;k½
3. x- ikB ;kstuk& vFkZ] egRo] mn~ns"; vkSj lksiku

izk;ksfxd dk;Z

- d- vaxzsth rFkk {ks=h; Hkk'kk ds vuqPNsn dk fganh esa vuqoknA
- [k- viuh ilan dh fdlh fuEu esa ls fdlh ,d lkfgR;d fo/kk ij rhu ekSfyd jpuk,; ¼dfork] y?kq dFkk] fuca/k] ukVd] IEokn½ A

iqLrd lwph

- thr] ;ksxsUnz HkkbZ ¼1972½ fgUnh f"kk{k.k vkxjk% fouksn iqLrdeafnj
- [kUuk] T;ksfr ¼2006½ fgUnh f"kk{k.k] ubZ fnYyh % /kuirjk; ,.M dEiuh
- IQk;k] j?kqkFk ¼1997½ fgUnh f"kk{k.k fof/k] fdrkc ?kj] tkyU/kj] iatkc
- HkkfV;k ds-ds vkSj ukjax] lh- ,y ¼1989½ vk/kqfud fgUnh fof/k;ka] izdk"k ifCy"kj] czntZ cjkM+]
- loZthr dkSj ¼2009½ dY;k.kh izdk"ku] ubZ fnYyh]
- flag] lkfo=h ¼1997½ fgUnh f"kk{k.k] yk;y cqdfMiks] esjB]
- pkS/kjh] uan fd"ksj ¼2009½ fgUnh f"kk{k.k] xq:lj lq/kkj ifCyds"ku lq/kkj]
- flUgk] izlkn "k=q?u ¼1964½ fgUnh Hkk'kk dh f"kk{k.k fof/k] iVuk]
- "kekZ] T;ksfr HkuksV] fgUnh f"kk{k.k] iqLrd lnu] V.Mu ifCyds"ku] yqf/k;kuk%

Course Title : Pedagogy of Social Studies**Course Code : BAD518**

L	T	P	Credits
3	0	0	3

Course Outcomes:

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

1. Gain knowledge of various teaching methods.
2. Develop understanding of the relationship of Social Sciences with other Courses
3. Elucidate the nature of Social science as a school Course
4. Enhance the professional skills to teach social studies
5. Impart the social skills among the learners

Course Content**Unit I****10 Hours**

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

Unit II**10 Hours**

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method, storytelling method
2. Devices and Techniques of Teaching.
3. Field Trip, Assignments, questioning, Illustration, Exposition explanation, Narration and description.

Unit III**12 Hours**

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)

Unit IV**13 Hours**

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-Co-Operation Movement, Civil-Disobedience movement.
4. Quit India movement 1942-44 A.D., National Movement and India's Freedom.

Transactional Mode

Open talk, Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Flipped Teaching, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London.
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage

Publications.

- Kochhar, S.K. (1999). *The Teaching of History*: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S. K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company.

Course Title : Pedagogy of Political Studies

Course Code : BAD519

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Develop the understanding of the concept of political Science.
2. Classify and make use of different teaching aids
3. Interpret the aims and objectives of teaching of political science.
4. Develop the teaching skill
5. Employ the political theories in different types of social settings

Course Content

Unit I

10 Hours

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.

Unit II

11 Hours

1. Aims and objectives of Teaching of Political Science in general 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.

Unit III

12 Hours

1. Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.PT. and charts).
2. Preparation and maintenance of records – Time table, Attendance Register and students' cumulative record card.

Unit IV

13 Hours

1. SAARC- Formation and activities
2. Indian constitution: Preamble, features and structure of parliament and judiciary.

Transactional Mode

Open talk, PanelDiscussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

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

Course Title : Pedagogy of History

Course Code : BAD520

L	T	P	Credits
3	0	0	3

Course Outcomes:

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

1. Analyze the concept and scope of teaching of History
2. Explain the interaction of history with other Courses.
3. Understand the Aims& objectives of History according to NCF-2005 and define the courseof consequence of world war and setting up of UNO
4. Explain qualities of History teacher.
5. Write the values such as social, cultural and national, in curriculum of history.
6. Discuss pedagogical analysis of Harappa civilization, Guptas age, Ashoka etc.

Course Content

Unit I

10 Hours

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

Unit II

8 Hours

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, Illustration, Description.

Unit III

12 Hours

1. Critical Analysis of History curriculum at secondary stage – features, issuesand recommendations of NCF2005
2. Inculcation of values such as social values, cultural values and national

valuesthrough HistoryCurriculum

3. Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professionaldevelopment)

Unit IV

15 Hours

1. Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden ageof Guptas
2. The First World War: Causes and itsconsequences
3. The Second World War: Causes and its consequences, setting up ofUNO

Transactional Mode

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

Suggested Readings

- Aggarwal, J.C. (1997). *Teaching of History: A Practical Approach*. Eastern 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, 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, New Delhi.

Course Title : Pedagogy of Sociology

Course Code : BAD521

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
2. Acquaint pupil teachers with different methods and techniques of teaching of sociology.
3. Acquaint the pupil-teachers with different audio-visual aids & utilization techniques.
4. Integrate the knowledge drawn from various areas like History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
5. Develop the skills of preparing lesson plan & its presentation

Course Content

Unit I

10 Hours

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

Unit II

10 Hours

1 Methods of teaching

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

2 Modern techniques and Devices

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

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

Unit III

12 Hours

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.

Unit IV**13 Hours**

- 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

Transactional Mode

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

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.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd

Course Title : Pedagogy of Economics**Course Code : BAD522**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Express historical evolution of economics and its importance in life.
2. Understand current issues and trends related to teaching of Economics.
3. Use various skills, techniques and strategies of teaching of economics.
4. Discuss unit plans and lesson plans on various topics and present them effectively.
5. Interpret and discuss the role and value of agriculture economics and its importance.

Course Content**Unit I****12 Hours**

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.

Unit II**10 Hours**

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

Unit III**13 Hours**

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)

Unit IV**10 Hours**

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as challenge

Transactional Mode

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

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. 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

Course Title : Pedagogy of Mathematics**Course Code : BAD523****Course Outcomes**

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

1. Develop insight into the concept, meaning, nature, scope and objectives

L	T	P	Credits
3	0	0	3

- of Mathematics as life skills.
2. Learn importance of Mathematics: Mathematics is more than formulas and mechanical procedures.
 3. Appreciate the importance of Mathematics laboratory in teaching Mathematics;
 4. Stimulate curiosity, creativity and inventiveness in Mathematics;
 5. Develop competencies for teaching learning Mathematics through various measures.

Course Content

Unit I

13 Hours

1. Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata, Ramanujan.
2. Nature of mathematics, relationship with other Courses.
3. Values of teaching mathematics & places of mathematics in school.
4. Aims & objectives of teaching mathematics at secondary school stage.

Unit II

12 Hours

1. Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic, Lecture Methods with examples.
2. Problem-solving: Definition, importance of problem solving.
3. Teaching aid: - Classification need and importance

Unit III

10 Hours

1. Fixing devices: Oral, written, drill, homework, questioning, supervised study & Self-study.
2. A. Diagnosing basic causes for difficulties in mathematics learning.
3. Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.

Unit IV

10 Hours

1. Arithmetic: -Number system (Knowing the Numbers, Natural, Whole Numbers, Integers, Rational, Irrationals & Real numbers)
2. Exponents (Surds, squares, cube, square root & cube root) Profit & Loss, Simple & Compound Interest and Discount Ratio and Proportion
3. Algebra: - Introduction to Algebraic Identities and Polynomials Linear, Simultaneous and Quadratic equations with their solution

Transactional Mode

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

Suggested Readings

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics*: Gonnet Imprimeur, 01300 Belley, France.

- Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt.Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics*. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya BookDepot
- Banga, Chaman Lal (2012). *Teaching of Mathematics*, Shipra
- James, Anice (2005). *Teaching of Mathematics*, Neelkamal

Course Title : Teaching of Physical Education**Course Code : BAD524**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Demonstrate the skills necessary to participate in sports activities
2. Apply the cognitive abilities of curriculum of Physical Education in order to maintain the lifelong fitness
3. Develop the understanding on the value of health and physical fitness
4. Apply the effective ways of teaching-learning process for teaching Physical Education
5. Analyze the different situations and time value through participation in activities

Course Content**Unit I****12 Hours**

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.

Unit II**11 Hours**

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 Equipment: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

Unit III**10 Hours**

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.

Unit IV**12 Hours**

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:
5. Games: (a) BADminton (b) Volleyball

Transactional Mode

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Ted Talks, Simulation, Lecture method

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*. Gurursar Sadhar: Gurursar 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.

Course Title : Teaching of Music**Course Code : BAD525**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Develop understanding on the different concepts of music industry
2. Enhance the skills in teaching of music
3. Elaborate the skills to play instruments Tanpura, Tabla, Sitar.
4. Understand the key pins in teaching music
5. Apply the theoretical knowledge to identify the teaching techniques of music

Course Content**Unit I****10 Hours**

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.

Unit II**12 Hours**

1. Methods of teaching music
2. Relationship of music with other courses.
3. Voice-culture & larynx

Unit III**10 Hours**

1. Writing a lesson plan, unit plan – concept, procedure, importance.
2. Evaluation in Music

Unit IV**13 Hours**

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.

Transactional Mode

Video based Teaching, Dialogue, Group Discussion

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*

SEMESTER-VI**Course Title: School Management****Course Code: BAD601****Course Outcomes**

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

1. Understand the concept and operational aspects of school management.
2. Enlist the physical resources of the school and their maintenance.
3. Understand the importance of social life in school and the role of administrators and the teachers.

L	T	P	Credits
3	0	0	3

4. Develop practical skills in organizing school programs and activities.
5. Use managerial skills for employability.

Course Content

Unit I

13 Hours

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

Unit II

10 Hours

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

Unit III

12 Hours

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).

Unit IV

10 Hours

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, Fieldtrips.

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Bhatia, K.K. & Singh, J. (2002). *Principles & Practice of school management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. & Verma, I.B. (1978). *Educational administration at*

college level. Meerut: 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, Anaina. (2002). *Management of school education.* Patiala: Bawa Publication.
- Sharma. S. (2005). *School management and administration.* Patiala: Shaheed-E-Azam printing Press.

Course Title : Pre-Internship

Course Code : BAD602

L	T	P	Credits
0	0	8	4

Course Outcomes

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

1. Develop conceptual understanding about Pedagogy of school subjects' environment and understand the learner, learning behavior and learning situations.
2. Validate the theoretical understanding regarding pedagogical courses and school environment.
3. Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. Expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
5. Formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

Pre -Internship

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

Course Details

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

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

1. Peer group discussion.
2. Preparing the feedback and suggestion based on the observation of

- the real classroom situation and the whole school environment.
3. Sample demonstration/viewing different classroom situation.
 4. Visit to innovative centers of pedagogy and learning, educational resource centers
 5. Input from teacher educators
 6. Context analysis and reflection.

Course Title: Submission of Research Proposal**Course Code: BAD603 to 612**

L	T	P	Credits
0	0	8	4

Course Outcomes

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

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

Course content

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

Course Title: Pedagogy of English**Course Code: BAD613**

L	T	P	Credits
3	0	0	3

Course Outcomes**Course Outcomes**

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

1. Acquaint with reading and writing skills.
2. Interpret the text with attention to ambiguity, and complexity
3. Explain different creative forms of English literature like poetry, prose and Drama.
4. Deploy the ideas of formulating questions, identify appropriate methods and engage ethically with sources
5. Use print media and ICT in teaching-learning.
6. Practice a deliberate writing process with emphasis on various aspects of writing

Course Content**Unit I****10 Hours**

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.

Unit II**12 Hours**

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.

Unit III**10 Hours**

1. Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT- audio-visual aids including CALL programmes; Radio, T.V., Films.
2. Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Unit IV**13 Hours**

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, parents and teachers.

Transactional Mode

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English

as a Foreign Language

- Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. Teaching of English in India Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). Teaching English as a Second Language London: Longmans, ELBS.
- Carroll, B.J. (1972). Systems and Structures of English. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). Teaching Without lecturing London: Oxford University Press. French, F.G. (1963). Teaching English as an International Language London: OUP
- Gokak, V.K. (1963). English in India. Its Present and Future Bombay: Asia Publishing House. Hornby, A.S. (1962). The Teaching of Structural Words and Sentence Patterns London: OUP. Kohli, A.L. (1999). Techniques of Teaching English New Delhi: Dhanpat Rai and Company. Sachdeva, M.S. (2007). Teaching of English Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). Teaching of English Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

Course Title: Pedagogy of Punjabi

Course Code: BAD614

Course Outcomes

L	T	P	Credits
3	0	0	3

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

- 1 ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
- 2 ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- 3 ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
- 4 ਵਿਆਕਰਨ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- 5 ਬੱਚਿਆਂ ਦੀਆਂ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਦੂਰ ਕਰਨਗੇ।

ਪਾਠ ਸਮੱਗਰੀ

ਇਕਾਈ 1

ਘੰਟੇ 10

1. ਏਡਟਸਕ - ਗਡੋਘਕਸ਼ਾ, ਠ।ਦ/ਸ਼, ਾਜਗਸਟ ਵਿਧੀਆਂ।
2. ਟਕੋਸਟ ਦਗ ਡ;ਗਡੋਨਕ - ਨੋਓ, ਠ।ਦ/ਢਸ਼ ਨਸ/ ਡਟਯਹਨਖ, ਏਡਟਸਕ ਨਸ/ ਟਕੋਸਟ ਡਟਗੁ ਨਜ਼ਸੋ.

3. ਡਟਨਕਏਭ ਦਹ ਡ;ਗਡੇਨਕ - ਉਦੇਸ਼ ਢ, ਡਏ;ਾਖ, ਾਜਗਸਟ ਨਸ/ ਡਟਯਹਨਖ.
4. ;ਢਪਦਕਟਬਹ ਨਸ/ੁਭਕ ਦਹ ਡ;ਗਡੇਨਕ - ਾਜਗਸਟ ਨਸ/ ਡਟਯਹਨਖ.

ਇਕਾਈ 2**ਘੰਟੇ 11**

- ਪਾਠ ਯੋਜਨਾ ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ।
- ਪਾਠਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਇਕਾਈ 3**ਘੰਟੇ 12**

- ਡਦਤਢਾਂਹ ;'ਸ ;ਜਕਡਝਏ ;ਕਯਭ - ਡਏ;ਾਖ ਨਸ/ ਗਤ:'ਰਹ ਾਜਗਸਟ .
- ਘਕਸ਼ਾ : 'ਰਸਕਟਖ ਦਕ ਾ। ਬਖਏਧ - ਯਕੋਭਕ, ਗਤਹਡੇਨਕ ਨਸ/ ਾ। ਬਖਏਧ ਡਟਗੁ ਫੋਏ, ਾ। ਬਖਏਧ ਦ/ ;ਕਯਭ, ਪ੍ਰਸ਼ਨ ਪੱਤਰਾ ਦਹਨਖ ਡਏ;ਾਖ ਨਸ/ ਗਤਢ;ਭ ਗਗਸੋ ਦ/ ਡਭੋਕਧ ਦ/ ਡ;ਯਖਸ.
- ਸ;ਖੀਸੀ ਨਸ/ ਠ। ਗੁਕੋਕਸਡਾਏ ਡ;ਗਡੇਨਕ ਦਕ ਨੋਓ, ਉਦੇਸ਼ ਢ, ਘਕਸ਼ਾ ਸੋ। ਗਾਂਹਨਖ, ਦ';ਢਖ ਦ/ ਏਕੋਭ, ਸੇ;ਹ;ਹ ਨਸ/ ਠ। ਗੁਕੋਕਸਡਾਏ ਡਸੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

ਇਕਾਈ 4**ਘੰਟੇ 12**

- ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ।
- ਰਚਨਾ ਪੈਰੂਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰੂਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

ਸਲਾਨਾ ਪਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ ।
ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

ਸਹਾਇਕ ਪੁਸਤਕਾ-

- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ - ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ
- ਸਿੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ।
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ।
- ਸਿੰਘ, ਤੀਰਥ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ।
- ਸਿੰਘ ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ
- ਸੰਘਾ . ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਜਲੰਧਰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ।
- ਜਸਵੰਤ ਸਿੰਘ (2012) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

Course Title: Pedagogy of Hindi**Course Code: BAD615****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. fo|kFkÊ lw{e f{k{k.k vkSj mlds fofHkUu dkS'kyksa dk ç;ksx dj ldsaxs
2. fo|kFkÊ vuqoknu ys[ku dh vko';drk vkSj egRo dks tku ldsaxs
3. fo|kFkÊ fganH Hkk"kk dh fofHkUu fo/kkvksa dk fo'ys"k.kkkRed vè;;u dj ldsaxs
4. fo|kFkÊ ikB~;Øe fuekZ.k ds fl)karksa dks tku ldsaxs
5. fo|kFkÊ fganH Hkk"kk esa ewY;kadu ds fy, fofHkUu çdkj ds ç'u i=ksa dk fuekZ.k dj ldsaxs

Course Content**bdkbZ ¼d½****Hours:**

12

- fgUnh f{k{k.k ds y{;
- ikB~;kstk fuekZ.k ds mikxe ¼gjcVZ] Cywe] e,f]lu] vkj-lh-bZ-,e-½
- lw{e f{k{k.k dkS'ky & vFkZ ,oa izfØ;k] dkS'ky ¼izLrkouk] vuq'khyu] iz"u] n`Vkar] O;k;k] mn~nhu ifjorZu] iqucZyu dkS'ky½

bdkbZ ¼k½**Hours:**

10

1. dfork f{k{k.k & ¼ek;/fed rFkk mPp ek;/fed Lrj ij½ egRo] mn~ns";] lksiku rFkk fof/k;k; A
2. x| f{k{k.k & egRo] mn~ns";] lksiku] fof/k;k;A
3. O;kdj.k f{k{k.k & egRo] mn~ns";] lksiku] fof/k;k;A

bdkbZ¼x½**Hours: 10**

1. ikB~;Øe fuekZ.k ds fl)kar
2. ikB~;&iqLrd dk egRo ,oa fo"ks'krk;A
3. fganH esa ewY;kadu & vFkZ] egRo] izdkj A
4. iz"u&i= fuekZ.k ds fl)karA

bdkbZ ¼?k½**Hours: 10**

1. fØ;kRed vuqla/kku
2. vuqokn ys[ku & vFkZ] egRo rFkk vko";drk A
3. funkukRed f{k{k.k} v"kkf+) "kks/ku o ektZu] mipkjkRed f{k{k.k

izk;ksfxd dk;Z

d- fofHkUu vk/kkjksa ij iz"u&i= dk fuekZ.k & ¼leL;k lek/kku] l`tukRed fparu] lekykspu fparu] dYiuk"khryk Okkys iz"u] cgqfpdYih;] y?kq&mÜkj; iz"u&i=½ [k- fdlh ,d cky&if=dk@cky&iqLrd dh leh{kka

iqLrd lwph%&

- thr] ;ksxsUnz HkkbZ ¼1972½ fgUnh f{k{k.k vkxjk% fouksn iqLrdefnj
- [kUuk] T;ksfr ¼2006½ fgUnh f{k{k.k} ubZ fnYyh % /kuirjk; ,.M dEiuh
- IQk;k] j?kqukFk ¼1997½ fgUnh f{k{k.k} fof/k] fdrkc ?kj] tkyU/kj] iatkc

- HkkfV;k ds-ds vkSj ukjax] lh- ,y ¼1989½ vk/kqfud fgUnh fof/k;ka] izdk”k ifCy”kj] czntZ cjkM+]]
- loZthr dkSj ¼2009½ dY;k.kh izdk”ku] ubZ fnYyh]
- flag] lkfo=h ¼1997½ fgUnh f”k{k.k] yk;y cqdfMiks] esjB]
- pkS/kjh] uan fd”kksj ¼2009½ fgUnh f”k{k.k] xq:lq/kkj ifCyds”ku lq/kkj]
- flUgk] izlkn “k=q?u ¼1964½ fgUnh Hkk’kk dh f”k{k.k fof/k] iVuk]
- “kekZ] T;ksfr HkuksV] fgUnh f”k{k.k] iqLrd Inu] V.Mu ifCyds”ku] yqf/k;kuk%

Course Title: Pedagogy of Social Studies

Course Code: BAD616

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Know about different types of lesson plans
2. Familiar with the teaching learning aids (projective & non-projective)
3. Understand the Indian constitution.
4. Learn different methods of evaluation.
5. Develop teaching skills among learners

Course Content

Unit I

13 Hours

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.

Unit II

10 Hours

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

Unit III

10 Hours

1. Concept and importance of Evaluation, Principles, Process of Evaluation, Techniques of evaluation: -1. Quantitative 2. Qualitative
2. Construction of an Achievement test and BluePrint.

Unit IV

12 Hours

1. Indian Constitutional Design.
2. India’s: - Foreign Policy.
3. Social Studies: India & United Nations organization.

Transactional Mode

Video based Teaching, PanelDiscussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). Teaching Social Studies in Secondary Schools. McGraw, Hill Book Company, Inc., New York
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953). The Teaching of Social Studies in Secondary Schools. Longman Green and Company, London
- Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications
- Kochhar, S.K. (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S. K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Sansanwal, D.N. and Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). Social Studies Instruction New York: Prentice Hall.
- National Curriculum Frame Work (2005). NCERT, New Delhi
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School New York: Rhinehart and Company.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School New York: Rinehart and Company
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies Boston: D.C. Herth and Co.

Course Title: Pedagogy of Political Science

Course Code: BAD617

Course Outcomes

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

1. Design curriculum of teaching of Political Science
2. Explain modern concept and tools of evaluation.
3. Describe various methods of teaching of Political Science.
4. Develop teaching skill
5. Prepare lesson-plan of teaching of Political Science.

L	T	P	Credits
3	0	0	3

Course Content**Unit I****10 Hours**

1. Curriculum Organization: - Principles of Curriculum construction
2. Approaches of organizing curriculum in Political Science: Con centric, topical, Unit and Chronological approach.
3. Lesson plan: Need importance and steps of writing it in teaching of Political Science.

Unit II**13 Hours**

1. Political Science Text Books: Need, Importance and Qualities.
2. Need and equipment of Political Science Room.
3. Supplementary material: Magazines. Journals News papers, reference books, Internet and Social Media with reference to Political development.

Unit III**12 Hours**

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 Political science

Unit IV**10 Hours**

1. Structure of UNO
2. Steps in Electoral Process

Transactional Mode

PanelDiscussions, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, Seminars

Suggested Readings

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005 Faria,
- B.L., *Indian 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.

Course Title: Pedagogy of History**Course Code: BAD618****Course Outcomes**

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

1. Discuss the primary and secondary resources of learning
2. Construct the blue print & analyze the tools of evaluation.
3. Use multimedia in teaching of history.

L	T	P	Credits
3	0	0	3

4. Develop teaching skills
5. Critically analyse movements like quit India, civil-disobedience and non-cooperation.

Course Content

Unit I

14 Hours

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.

Unit II

10 Hours

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

Unit III

11 Hours

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.

Unit IV

10 Hours

1. Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.
2. Non-Cooperation, Civil-Disobedience, Quit India Movement.

Transactional Mode

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Aggarwal, J.C. (1997), Teaching of History: A Practical Approach, Eastern Book House, Guwahati.
- Ballard. M. (1979), New Movement in Study Teaching of History. Temple Smith, London.
- Bhatia, R.L. (2005). Contemporary Teaching of History, Surjit Publications, Delhi,
- Burston, W.H. (1962). Handbook for History Teachers; and Green, C.W. London, Methuen & Co., Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi
- Dash, B.N. (2006). Teaching of History, Neela Kamal Publication New Delhi.

- Dash, B.N. (2004). Teaching of History: Modern Methods, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). The Practice of History. London: Methuen.
- 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.

Course Title: Pedagogy of Sociology

Course Code: BAD619

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Develop the understanding and Knowledge among learners concerning curriculum organization of sociology
2. Understand the approaches of curriculum of sociology.
3. Acquaint the pupil-teachers with recent trends in sociology
4. Develop national and international understanding in teaching of Sociology
5. Develop proper understanding of different techniques of evaluation.

Course Content

Unit I

12 Hours

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.

Unit II

10 Hours

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

Unit III**13 Hours**

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 silent features, remedial teaching.

Unit IV**10 Hours**

- 1 Social groups – Meaning, characteristics and classification.
- 2 Social mobility – Meaning, types, factors.

Transactional Mode

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

Suggested Readings

- Bottomors, T.B. (1975). Introduction to Sociology. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). Samajshastra Ka Sidhant. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). Sociology: A Textbook for the Nineties. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). Encyclopaedia of Teaching of Sociology. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). Sociology- Primary Principles. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962.

Course Title: Pedagogy of Economics**Course Code: BAD620****Course Outcomes**

L	T	P	Credits
3	0	0	3

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

1. Acquire basic knowledge of economic issues and reflect desired changes with unrevised Taxonomy.
2. Explore different teaching learning material in economic life with carts/Graphs models.
3. Demonstrate knowledge, understanding and application in economics with learning resources.
4. Develop teaching skills

5. Get knowledge of Consumer Rights and Food security in India

Course Content

Unit I

13 Hours

1. Blooms revised taxonomy of writing behavioral objectives in context of Economics Lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivist approach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

Unit II

10 Hours

1. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economic teaching
2. Learning Resource: Primary and Secondary

Unit III

10 Hours

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 in Economics and bluePrint.

Unit IV

12 Hours

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Lecture method, Seminars

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. & Chopra, K (2002). *Teaching of Economics Ludhiana*: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics Ludhiana*: Prakash Brothers.
- Lee, N. (Ed.) (1975). *Teaching Economics London*: Heinemann Educational Books Mittal, R.L., *Arth Shastar da Adhiapan*. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul, Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R. Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol

Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: 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, NewDelhi
- 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 PublishersPvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar: SG Publication

Course Title: Pedagogy of Mathematics

Course Code: BAD621

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Design curriculum of teaching of Mathematics.
2. Develop proper understanding of modern concepts and tools of evaluation.
3. Acquaint pupil teachers with methods of teaching of Mathematics.
4. Enable pupil teacher to prepare lesson plan of teaching of Mathematics.
5. Develop understanding to different branches of Mathematics.

Course Content

Unit I

10 Hours

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.

Unit II

10 Hours

1. Evaluation- concept, need, types and criteria.
2. Identifying learner's 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,
3. Learning Resources in Mathematics:
 - a. Text-book quality (academic and technical)
 - b. Mathematics Laboratory.
 - c. Mathematics Library.

Unit III

13 Hours

1. Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
2. Micro teaching: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Reinforcement, Black Board Writing.

Unit IV**12 Hours**

1. Geometry:

- Basic Geometrical ideas (2-D & 3-D Shapes) Symmetry: (reflection)
- Constructions (Using straight edge scale, protractor, compasses) Quadrilaterals
- Menstruations (circle, sphere, cone, cylinder, triangles) Data handling, statistics, mean mode media & SD

Transactional Mode

Video based Teaching, Open talk, PanelDiscussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- N.C.E.R.T. Text Books 6th to 10th Standard.
- National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co- operation.
- Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

Websites

- <http://www.ncert.nic.in> <http://rse.Sage pub.com> .
- <http://www.edfac.unimelb.ed.ac> <http://www.eric.ed.gov>
- <http://www.merga.net.au> <http://ling.Springerimages.com> <http://www.ibe.unesco.org>

Course Title: Pedagogy of Physical Education**Course Code: BAD622**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Demonstrate the skills necessary to participate in sports activities
2. Apply the cognitive abilities of curriculum of Physical Education in order to maintain the lifelong fitness
3. Develop the understanding of the value of health and physical fitness
4. Apply effective ways of teaching-learning process for teaching of physical Education
5. Analyze the different situations and time value through the participation in activities

Course Content**Unit I****15 Hours**

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.

Unit II**10 Hours**

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programmes 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.

Unit III**10 Hours**

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.

Unit IV**10 Hours**

1. Yoga: Meaning, Need and Significance of Yoga Asanas.
2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

Transactional Mode

Panel Discussions, Mentee Meter, Cooperative Teaching, Group Discussion, Brain Storming, Role Play, Project Based Learning, Ted Talks, E-Monitoring,

Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

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. GurusarSadhar: Gurursar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: ChetnaParkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: KalyaniPublishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: UniversalPublisher
- 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: Mosbyand Company.
- Kamlesh, M. L. (1983). Psychology in Physical Education and Sports. MetropolitanBook Company, NewDelhi.
- Singh, Ajmer and Others (2004). Essentials of Physical Education. Kalyani Publishers, Ludhiana.

Course Title: Pedagogy of Music

Course Code: **BAD623**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Develop Teaching skills in students for teaching of music in classroom.
2. Conduct cultural programs and further enhance interest in teaching.
3. Explain the various ragas of Indian Music.
4. Get Knowledge of Notation & Rhythm.
5. Develop the skill to play musical instruments as a professional.

Course Content

Unit I

12 Hours

1. Instruments for learning of music- variety, simple introduction of instruments.
2. Knowledge of Notation & Rhythm
3. Settings of Music Room (Vocal and Instrumental)

Unit II

10 Hours

1. Music & Folk Music
2. The effect of music on behavior, activity & Fatigue

Unit III

12 Hours

1. Knowledge of swaras, division of swaras in measures of shruti.
2. Qualities of a Music Teacher - Singer, Vadaḡ, Vagyaḡar

Unit IV**11 Hours**

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

Transactional Mode

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Simulation, Lecture method, seminars

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. Tandon Publications: Ludhiana
- Jain, M. (2018). Pedagogy of Music. Vijay Publications, Ludhiana

SEMESTER - VII**Course Title : School Internship Program****Course Code : BAD701**

L	T	P	Credits
0	0	32	16

Course Outcomes

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

1. Develop conceptual understanding about Pedagogy of school subjects 'environment and understand the learner, learning behavior and learning situations.
2. Validate the theoretical understanding regarding pedagogical courses and school environment.
3. Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. Expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
5. Formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

School based Internship

1. **Phase I** School Internship – for 16 weeks (16 Credits)
2. **Phase II** Post internship- for 1 week 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 coordinator for the exams.

Course Details

Phase - I: School Internship – for 16 weeks (16 Credits)

1. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
2. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
 - Observation of lessons of school teachers in concerned teaching subjects.
 - Observation of School curriculum-subject-wise
3. **Preparation of School Observation file:**
 - Philosophy of the school
 - Vision/ aims/Objectives of the school.
 - Organization and management,
 - Fee and funds, staff salary scales/grades+ allowances, leave rules, Service rules, joining reports, relieving slip etc.
 - School Plant- detailed account of Infrastructural, Instructional and Human resources.
 - SWOC analysis of the school.
4. **Details of files During Internship Program:**
 1. 80 Lesson plans in elementary & secondary level classes in each subject during internship program.
 2. Distribution of 80Unit/Lesson plans in each subject will be asunder:
 - Detailed Lesson Plans:40
 - Diary format Unit/Lesson Plans:20
 - ICT Based Lesson Plans: 12
 - Test based lesson plan (by preparing blue print):4
 - Teaching models based lesson plans:4
 - Total 80+80=160 lesson Plans in both the pedagogical subjects.
 - Observation of Peer lessons: 40;
 - Observation of lessons by school teachers: 20
5. **Other files during internship Program**
 - School Observation File:
 - Action research report:

- Timetable and attendance record:
- Observation of school children in classroom as well as out of classroom, during all school activities:
- Report on Morning assembly and Co-curricular activities
- Development of audio visual aids.
- Use of school library and conducting lab work.
- Observing important occasions and celebrating important national days with school children.
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- Learning to maintain school records and registers.

Phase II Post internship- for 1week, it involves the following activities

1. Writing reflective reports on the whole school internship program
2. Extended discussion among the student-teachers.
3. Presentation by student-teachers on different aspects of the teaching experiences after the internship.

Evaluation Program:

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School Internship Program. (50+50=100marks)
2. External Assessment: Final Skill-in-Teaching Examination in each subject. (50+50=100)

Written lesson plan	10marks
Presentation /content delivery	20marks
Teacher Traits & classroom behavior	10marks
Teaching aids/models/ICT used	10marks
Total	50 marks

Course Title : Community Engagement

Course Code : BAD702

L	T	P	Credits
0	0	8	4

Course Outcomes

On the completion of the course, the students will be able 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 labor and life of active social involvement.
4. Develop aesthetic, creative and innovative abilities.
5. Work for the preservation, promotion and spread of cultural values & cultural heritage.

Course Content

Cleanliness and beautification of surroundings; Participation in NSS/NCC Activities of Working in social service centers like old age home, hospitals, institutions for blind, orphan houses, any other social service center of NGO's / GO's; Helping the needy- Donating Blood/Organ Donation Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps; Tree plantation or growing of ornamental plants; Identification of needy women and providing help; coaching to needy students; guidance and counseling to older people and needy children

Project report

1. The students will maintain a project report on activities performed during community service.

SEMESTER-VIII**Course Title : Gender School and Society****Course Code : BAD801**

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. Develop the basic understanding of gender issues and studies.
2. Develop the problem solving ability and understanding to various physical and mental abuses in school and society
3. Discuss the strategies and skills to remove gender inequality in school and society.
4. Understand Role of education in gender sensitization
5. Develop the potential for perspective building located in the Indian socio-cultural context.

Course Content**Unit I****17 Hours**

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.

Unit II**13 Hours**

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.

Unit III**16 Hours**

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.

Unit IV**14 Hours**

1. Awareness towards gender issues – family and society as an agent.
2. Role of media (print and electronic) in social construction of gender.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17- B, Sri Aurobondomarg, New Dehli – 110016
- NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education*. National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors*. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- *United Nations Girls' Education Initiative (UNGEI)*, New York, (2012). *Gender Analysis in Education: A Conceptual Overview*. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal?* *Economic and Political Weekly*, 4577-4582

Course Title: Academic Writing

Course Code: BAD802

Course Outcomes

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

1. Use standard grammar, punctuation and spellings in academic writing documents.
2. Produce various types of formats of reports, emails, resumes, letters, questionnaires and memos.
3. Compose answer to various questions asked during an interview.
4. Condense ideas while giving answer where brevity is the essence, during an interview.
5. Communicate effectively use interview skills and writing skills.

Course Content

- Academic writing: Concept, Need and types of academic writing.

L	T	P	Credits
0	1	4	3

- Review of articles and books
- Process of articles and book publication
- Database of Recourses: Web of Science, SCOPUS, Sage, UGC CARE, Google Scholar, H-Index and Impact factors etc.
- Deferent type of Referencing Style: APA, MLA, Harvard system, and the MHRA (Modern Humanities Research Association) system.

Suggested Readings

- Best, J.W. (1999). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R. C., & Biklen, S. K. (2014). Qualitative research for education: an introduction to theory and methods. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2010). Research in education. New Delhi: Atlantic Publications.
- Guthrie, G. B. (2010). Basic research methods: an entry to social science research. New Delhi: Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publications.
- Kerlinger, F. N. (1986). Foundations of behavioural research. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). Research methodology. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). Research methods for education. New York: Routledge Publications.
- Pathak, R. P. (2015). Methodology of educational research. New Delhi: Atlantic Publications. 36
- Richards, L., & Morse, J. M. (2013). Qualitative methods. U.S.A: Sage Publications, Inc.
- Sharma, J. N. (2011). Research methodology. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S. R (2008). Methods of educational research. New Delhi: Anmol Publications.
- Sharma, S. R. (2003). Problems of educational research. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). Educational research. USA: Bloomsbury Academic Publications.

Course Title : Creating and Inclusive Schools

Course Code : BAD803

Course Outcomes

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

1. Understand concept, meaning and significance of inclusive education
2. Appreciate the need for promoting inclusive practice and roles and responsibilities of the teachers, parents, peers and community.

L	T	P	Credits
4	0	0	4

3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand the nature and needs of CWDN.
5. Identify and utilize existing resources to promote inclusive practice.

Course Content

Unit I

13 Hours

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

Unit II

13 Hours

1. National Policy on education 1986, 1992 regarding special Education
2. Rehabilitation Council of India Act (1992)
3. Persons with Disabilities Act (2016)
4. National Policy of Disabilities (2006),

Unit III

17 Hours

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

Unit IV

17 Hours

1. Individualized Education Program 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

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Case Analysis, Role Play, Demonstration, Project Based Learning, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2002). Successful inclusion for educational leaders. Prentice Hall.
- Gartner, A. and Lipsky, D. D. (1997). Inclusion and School Reform

Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.

- Giuliani, G. A. and Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. and Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. and Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994). Curriculum-Based Assessment in Special Educaution. 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 Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon
- Sedlak, R. A. and Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Stow L. and Selfe, L. (1989). Understanding Children with Special Needs. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An ethnographic study. Philadelphia, OpenUnive
- Westwood P. (2006). Commonsense Methods for Children with Special Educational N

Course Title : Reading and Reflecting on Texts

Course Code : BAD804

Course Outcomes

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

1. Develop the understanding about the ways of reading different texts.
2. Read and reflect on variety of texts in different ways.
3. Read available texts and literature critically in the chosen area.
4. Analyses advertisements on the basis of language

L	T	P	Credits
0	0	4	2

5. Develop reading skills after understanding reading techniques

Course Content

Unit I

8 Hours

1. Reading: Concept, Purpose and process
2. Types of Reading, Informative Reading, Critical Reading & Creative Reading.
3. Importance of Teaching Reading.

Unit II

8 Hours

1. Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies
2. Tests of reading comprehension.

Unit III

7 Hours

1. Test of rates of reading - Time limit methods & amount limit method.
2. Analysis of advertisement on the basis of language.

Unit IV

7 Hours

1. Building the reading habits
2. Analysis of 2 passages from Science, Social Sciences & Mathematics textbooks of classes VI to X.

Transactional Mode

Pane Discussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, seminars

Suggested Readings

- Alan Robinson H. (Ed.) (1964). Meeting Individual Difference in Reading, The University of Chicago Press Chicago,
- Blanton, W.E. Fae (Ed) (1976). Measuring reading performance International Reading Association, New York,
- Dechant, E.V. (1964). Improving the Teaching of Reading, Prentice Hall Englewood Cliffs, Inc. 1964.
- EK Wall E.E., (1971). Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston.
- Gupta. P.K, Gandhi, A. K, Bhatnagar, S.S. (2015) Text reading and Reflection. R. Lall publishers
- Pandey, R. (2016) Reading and Reflective on Text. Rakhi Prakshan
- Srivastva, D.S (2016). Reading and Reflecting on Text. Shri Vinod Pustak Mandri Agra
- Sandhu, T. S, Brar,A.S, Watts, A., Kaur, P.Garg, B. Kaur, A, Kaur, M (2017). Reading and Reflective on Text. Rigi Publication, Khana, Pb.

Course Title : Understanding Disciplines and Subjects

Course Code : BAD805

Course Outcomes

L	T	P	Credits
3	0	0	3

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

1. Develop understanding on various disciplines and courses
2. Elucidate the nature and changes in disciplines and Courses in terms of social, Political and intellectual Context
3. Understand the process of developing theories and content
4. Design and draft the curriculum
5. Differentiate between curriculum and syllabus

Course Content

Unit I

10 Hours

1. Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses
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.

Unit II

10 Hours

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

Unit III

10 Hours

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

Unit IV

10 Hours

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

Transactional Mode

Video based Teaching, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. and Lingard, B. (2007). *Teachers and Schooling: making a difference*. Australia: Allen and Unwin.
- Gardner, H. (2007). *Creating Minds*. New York: Basic Books.
- Noddings, N. (2007). *Critical Lessons: What our schools should teach*. Cambridge University Press.
- Prnstein, Allen C., Edward F.P. & Stacey B. O. (2006). *Contemporary*

issues in curriculum. Allyn & Bacon.

- Bruner, J.S. ((2006). *In Search of Pedagogy*, Vol-I & II, (he selected works), Lonson: Routledge.
- Kneller, G.F., (1963). *Foundations of Education*. London and New York: John Wiley & Sons, Inc.
- NCERT (2005). *National Curriculum Framework*. NewDelhi.

Course Title : Adult Education

Course Code : BAD806

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the concepts of 'adult' and 'adult education.
2. Explain the meaning of different, but relevant terms used in adult education
3. Distinguish between and among different terms used in literacy and adult education
4. Describe the need, significance and characteristic features of adult education; and State the Methods & Techniques in Adult Education

Course Content

Unit I

11 Hours

1. **Adult Education:** meaning, need, significance and characteristic features of adult education, Adult education and approaches to learning: Experimental learning. Self-directed learning. Factors influencing effective learning.

Unit II

11 Hours

1. **Concept of adult learning:** Factors facilitating adult learning. Ways in which adult learning occurs., Psychology of adult learning., Personality and its social context., Persuasive techniques in adult learning changing/developing attitudes.

Unit III

12 Hours

1. **Methods & Techniques in Adult Education:** Individual and group methods-lecture, discussion, demonstration, Role-play, dramatization method. Methods of teaching literacy: Analytic, Synthetic & Analytic-Synthetic., adult education in five year plans.

Unit IV

11 Hours

1. **Social education:** Gram Shiksha Mohim., Functional literacy programmes – farmer's training and functional literacy, programme. Rural National adult education programme, Total literacy campaign (TLC).

Transactional Mode

Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Simulation, Lecture method, seminars

Suggested Readings

- Anasari N.A., (1990). Adult Education in India: S. Chand & Co., New Delhi
- Bookfield, Stephan, D: (1986). Understanding and Facilitating Adult Learning, Open University Press: London,
- Kidd, J.R. (1973). How Adults learn, Association Press, New York,
- Kolb, David a., (1984). Experimental Learning, Prentice Hall, Inc. Englewood Cliffs, New Jersey
- Rogers Allen, (1989). Teaching Adults: Sterling Publishers, New Delhi,
- Aggarwal, J. C. 1989. Adult and Social Education in India: Global Perspective, p.4. Delhi: Doaba House.
- Ansari, S. 1996. "Role of Library in Adult Education" in Literacy Campaigns and Libraries V. Venkatappaiah (ed), pp.54-6 1. New Delhi: Ess Ess Publications.
- Deleon, A. 1970. What is new in Adult Education? A Tentative Answer. Quoted in Aggarwal, J. C. 1989 Op. Cit.
- Knowles, M. S. 1990. "Andragogy: An Emerging Technology for Adult Learning", in Tight, M. (Ed). Educutioiz for Adults Vol.1: Adult Learning and Education. London: Routledge in Association with the Open University.
- Lindeman, E.C. 1961. "The Meaning of Adult Education" quoted in Aggarwal, J.C. 1989. Op. Cit, p.2.
- UNESCO. 1976a. Draft Recommendations on the Development of Adult Education. Paris: UNESCO

Course Title : Guidance and Counselling

Course Code : BAD807

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the meaning, aims, objectives, and principles of guidance and counselling.
2. Use the upcoming trends of guidance and counselling to help learners in different aspects.
3. Understand the difference between guidance and counselling.
4. Learn the importance of guidance and counselling cell and organize guidance and Counselling cell in the institute.
5. Acquire the skills to provide guidance and counselling in school

Course Content

Unit I

11 Hours

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.

Unit II**10 Hours**

1. Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
2. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

Unit III**10 Hours**

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.

Unit IV**14 Hours**

1. Techniques of understanding an individual
2. Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests)
3. Qualitative techniques: (Cumulative Record Cards / Rating Scales/Stoichiometry), Job Analysis- Meaning, functions and methods.

Transactional Mode

E–Team Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Simulation, Lecture method, seminars

Suggested Readings

- Bhatia, K.K. (2002). Principles of Guidance and counseling. Ludhiana: Kalyani Publishers.
- Bhatnagar, A. and Gupta, N. (1999). Guidance and counseling, Vol-1&2: A practical approach, New Delhi: Vikas Publishers.
- Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Delhi: Pearson Education.
- Jones, R.N. (2000). Introduction to Counseling skills: Text and Activities. New Delhi, Sage Publications.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life. New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper Row.
- Safaya, B.N. (2002). Guidance Counseling. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). Modern Methods of Guidance and Counseling. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). Fundamentals of Counseling. London: Houghton Missli.

Course Title : Distance and Open Learning**Course Code : BAD808**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Differentiate face-to-face education and open and distance education
2. Identify different types of Distance Education Institutions
3. Understand the role Support services in Distance Education
4. Use of technological applications in Open and Distance Learning
5. Evaluation and assessment process in Distance Learning

Course Content**Unit I****12 Hours**

1. Distance and Open learning: Concept, History, Need, Scope and Barriers.
2. Theories of distance education
3. Modes and Models of Distance Education
4. Recommendations regarding Distance Education in Indian perspective: NEP 1986 and NPE, 2020.

Unit-II**10 Hours**

1. Role of teacher and students in distance and open learning
2. Differences Between Face-To-Face Education and Open Distance Learning
3. Student Support Services in Distance Education

Unit-III**13 Hours**

1. Applications of Educational Technology in Open and Distance Learning
2. Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning
3. Established Web-based Models for Distance Learning

Unit-IV**10 Hours**

1. Concept of Evaluation and assessment
2. Formative and Summative assessment in distance education
3. Tools of Assessment and Evaluation in distance education: Assignment, Tests, Examination

Transactional Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- Popenici, S (2015). Deceptive promises: the meaning of MOOCs-hype for higher education. In E Mc Kay and J Lenarcic (Eds.), Macro-level

learning through massive open online courses (MOOCs): Strategies and predictions for the future. Hershey, USA: IGI Global

- Zhadko, O. & Ko, S. (2020). Best practices in designing courses with open educational resources. New York: Routledge.
- Kumar, S. (2010). Open and Distance Education. Straight Forward Publication Pvt. Ltd.

Course Title : Value Education

Course Code : BAD809

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the significance of values.
2. Understand the relevance of family, society and teacher in value education.
3. Know the traditions of Indian Value System as well as Indian constitutional values.
4. Apply the various core values their life.
5. Understand the Religious and Cultural practices in the context of value education.

Course Content

Unit I

10 Hours

1. Value Education: Meaning, need & importance, Classification of values.
2. Challenges of values adoption.
3. Methods, approaches and strategies of inculcating values.

Unit II

10 Hours

1. Role of family, society and teacher in promoting the value education.
2. Integration of values in education.
3. Good habits: concept, meaning and significance in life.

Unit III

15 Hours

1. Evolution of Value Education in Indian perspective.
2. Values inherent in the preamble of Indian Constitution.
3. Values for Character Development.

Unit IV

10 Hours

1. Role of Religious and Cultural practices in Value Education.
2. Core values- truth, righteous conduct, peace, love and non-violence.

Transactional Mode

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

Suggested Readings

- Chandrasekaran, V. & Rajesh V. R. (2012) Role of Sustaining Values among Children, Towards
- Excellence in Education, Almighty Book Company, Chennai-11.
- Ugin Rositta, M. (2012) Values dwell when Humanity lives, Towards Excellence in Education, Almighty Book Company, Chennai-11.
- Rajapriya G. (2012) Value Education – Need of the Hour Towards Excellence in Education,
- Caroline Jeba Sorna P. (2012) Role of Human Engineers in Sustaining Values for Excellence in Education Towards Excellence in Education, Almighty Book Company, Chennai -11
- Myrtle Joyce Shobha D'Soua (2015) Value-Based Approach to promote Peace Education, Edutracks, A monthly Scanner of Trends in Education May 2015 Vol .14 No.9
- Ajit Kumar Singh, Ritu Nigam (2015) Policy Perspectives in Peace and Value Education in the Indian context. Edutracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6
- Vibha Devpura (2018) Empowering Adolescents with Life Skills Education Edutracks, A monthly Scanner of Trends in Education Mar 2018 Vol .17 No.
- Pandey V.C., Education culture and human values (2005) The New International Webster's Comprehensive Dictionary of the English Language (Deluxe Encyclopaedic Edition), Trident Press International, Naples, 2001, p.927.
- Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2017). *Understanding value education in the primary school*. York: Reports Express.