

GURU KASHI IVERSITY



Bachelor of Arts in Education

Session: 2023-24

Department of Education

Graduate Outcomes of the Programme:

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

Programme Learning outcomes: After completion of the program, the learner will be able to:

1. Develop the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
2. Review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
3. Design solutions for complex teacher education problems and solutions that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. Sumarize 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. Explore 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. Examine the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

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 |
| BAD118 | General English | Compulsory Foundation | 3 | 0 | 0 | 3 |
| BAD119 | General Hindi | General Elective | 2 | 0 | 0 | 2 |
| BAD120 | General Punjabi | | | | | |
| Discipline Elective Courses | | | | | | |
| xxx | Discipline Elective Course-I (G1) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-II (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-III (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| BAD199 | xxx | MOOC | - | - | - | 2 |
| Open Elective Courses | | | | | | |
| xxx | xxx | Open Elective | 2 | 0 | 0 | 2 |
| Total | | | 20 | 0 | 0 | 22 |
| Open Elective Courses (for other Department) | | | | | | |
| BAD121 | 21 st Century Skills | Open Elective | 2 | 0 | 0 | 2 |

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

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

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

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

| Semester II | | | | | | |
|---|--|-----------------------|-----------|----------|----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD219 | Learning & Teaching | Core | 4 | 0 | 0 | 4 |
| BAD220 | General English | Compulsory Foundation | 3 | 0 | 0 | 3 |
| BAD221 | General Hindi | General Elective | 2 | 0 | 0 | 2 |
| BAD222 | General Punjabi | | | | | |
| Discipline Elective Courses | | | | | | |
| xxx | Discipline Elective Course-I (G1) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-II (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-III (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| Value Added Courses (for Other Departments also) | | | | | | |
| BAD223 | Development of Educational system in India | VAC | 2 | 0 | 0 | 2 |
| Total | | | 20 | 0 | 0 | 20 |

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

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

| Semester III | | | | | | |
|--|-------------------------------------|-----------------------|-----------|----------|----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD301 | Contemporary India & Education | Core | 4 | 0 | 0 | 4 |
| BAD315 | General English | Compulsory Foundation | 3 | 0 | 0 | 3 |
| BAD316 | General Hindi | General Elective | 2 | 0 | 0 | 2 |
| BAD317 | General Punjabi | | | | | |
| Discipline Elective Courses | | | | | | |
| xxx | Discipline Elective Course-I (G1) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-II (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-III (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| BAD399 | xxx | MOOC | - | - | - | 2 |
| Open Elective Courses | | | | | | |
| xxx | xxx | Open Elective | 2 | 0 | 0 | 2 |
| Total | | | 20 | 0 | 0 | 22 |
| Open Elective Courses (for Other Department) | | | | | | |
| BAD318 | Education in Modern India | Open Elective | 2 | 0 | 0 | 2 |

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

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

| Semester IV | | | | | | |
|---|-------------------------------------|-----------------------|-----------|----------|----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD401 | Assessment for Learning | Core | 4 | 0 | 0 | 4 |
| BAD415 | General English | Compulsory Foundation | 3 | 0 | 0 | 3 |
| BAD416 | General Hindi | General Elective | 2 | 0 | 0 | 2 |
| BAD417 | General Punjabi | | | | | |
| Discipline Elective Courses | | | | | | |
| xxx | Discipline Elective Course-I (G1) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-II (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-III (G3) | Discipline Elective | 3 | 0 | 0 | 3 |
| Value Added Courses (For other Department) | | | | | | |
| BAD418 | Mental Health and Mental Wellbeing | VAC | 2 | 0 | 0 | 2 |
| Total | | | 20 | 0 | 0 | 20 |

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

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

| Semester V | | | | | | |
|---|---|---------------------------|-----------|----------|----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD526 | Health, Yoga and Physical Education | Compulsory Foundation | 2 | 0 | 2 | 3 |
| BAD502 | Basics of Research | Research Based Skill | 3 | 0 | 0 | 3 |
| BAD503 | Language Across the Curriculum | Ability Enhancement Skill | 2 | 0 | 0 | 2 |
| BAD527 | ICT in Education and its Application | Technical Skill | 2 | 0 | 2 | 3 |
| Discipline Elective Courses | | | | | | |
| xxx | Discipline Elective Course-I (G1) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-II(G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-III (G2) | 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 |
| Total | | | 24 | 0 | 4 | 26 |
| Group 1 - Discipline Elective courses (Select any one of the following) | | | | | | |
| Course Code | Courses Title | | | | | |
| BAD505 | English Literature-V | | | | | |
| BAD506 | Punjabi Literature-V | | | | | |
| BAD507 | Hindi Literature-V | | | | | |
| Group 2 - Discipline Elective courses (Select any two of the following) | | | | | | |
| BAD528 | Political Science-V (Comparative Government and Politics) | | | | | |
| BAD529 | History-V (History of Punjab before Independence) | | | | | |
| BAD530 | Sociology -V (Social Thinkers) | | | | | |
| BAD531 | Economics-V (Function and Operation in Economics) | | | | | |
| BAD532 | Mathematics-V (Real Analysis) | | | | | |
| Pedagogy of School Subject Groups-I and II (Select any two of the following) | | | | | | |
| Course Code | Courses Title | | | | | |
| BAD533 | Pedagogy of English | | | | | |
| BAD534 | Pedagogy of Punjabi | | | | | |

| | |
|--------|-------------------------------|
| BAD535 | Pedagogy of Hindi |
| BAD536 | Pedagogy of Social Science |
| BAD537 | Pedagogy of Political Science |
| BAD538 | Pedagogy of History |
| BAD539 | Pedagogy of Sociology |
| BAD540 | Pedagogy of Economics |
| BAD541 | Pedagogy of Mathematics |

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| Semester VI | | | | | | |
|------------------------------------|--------------------------------------|-----------------------|-----------|----------|----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD624 | School Management and Administration | Compulsory Foundation | 3 | 0 | 0 | 3 |
| BAD625 | Research Proposal | Research-Based Skill | 0 | 0 | 4 | 2 |
| BAD602 | Pre-Internship- (4 weeks) | Technical Skill | 0 | 0 | 0 | 4 |
| Discipline Elective Courses | | | | | | |
| xxx | Discipline Elective Course-I (G1) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-II(G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| xxx | Discipline Elective Course-III (G2) | Discipline Elective | 3 | 0 | 0 | 3 |
| Pedagogical Skill Courses | | | | | | |
| xxx | Pedagogy of School Subject-I | Pedagogical Skill | 2 | 1 | 0 | 3 |
| xxx | Pedagogy of School Subject-II | Pedagogical Skill | 2 | 1 | 0 | 3 |
| Total | | | 16 | 2 | 4 | 24 |

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

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

| Group-2 Discipline Elective courses (Select any two of the following) | |
|--|---|
| Course Code | Courses Title |
| BAD626 | Political Science-VI (International Relations) |
| BAD627 | History-VI (History of World) |
| BAD628 | Sociology -VI (Sociological Theories) |
| BAD629 | Economics-VI (Statistics in Economics) |
| BAD630 | Mathematics-VI (Probability and Statistics, Number Theory & Linear Programming Problem) |

| Pedagogy of School Subject Groups-I and II (Select any two of the following) | |
|---|----------------------|
| Course Code | Courses Title |
| BAD631 | Pedagogy of English |
| BAD632 | Pedagogy of Punjabi |

| | |
|--------|-------------------------------|
| BAD633 | Pedagogy of Hindi |
| BAD634 | Pedagogy of Social Studies |
| BAD635 | Pedagogy of Political Science |
| BAD636 | Pedagogy of History |
| BAD637 | Pedagogy of Sociology |
| BAD638 | Pedagogy of Economics |
| BAD639 | Pedagogy of Mathematics |

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| Semester VII | | | | | | |
|---------------------|--|-----------------------|----------|----------|----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD701 | School Internship (16 weeks) | Teaching Skill | 0 | 0 | 0 | 16 |
| BAD702 | Research Project (Community Engagement) | Organization Skill | 0 | 0 | 0 | 4 |
| BAD799 | xxx | MOOC | - | - | - | 2 |
| Total | | | 0 | 0 | 0 | 22 |

| Semester VIII | | | | | | |
|---|--------------------------------------|-----------------------|------------|----------|-----------|----------------|
| Course Code | Course Title | Type of Course | L | T | P | Credits |
| BAD810 | Knowledge and Curriculum | Core | 4 | 0 | 0 | 4 |
| BAD801 | Gender, School and Society | Compulsory Foundation | 3 | 0 | 0 | 3 |
| BAD803 | Creating Inclusive Schools | Ability Enhancement | 3 | 0 | 0 | 3 |
| BAD804 | Reading and Reflecting on Texts | Technical Skill | 0 | 0 | 4 | 2 |
| BAD811 | Art in Education | Ability Enhancement | 3 | 0 | 0 | 3 |
| Discipline Electives (Select any one of the following) | | | | | | |
| BAD805 | Understanding Discipline and Subject | Discipline Elective | 3 | 0 | 0 | 3 |
| BAD807 | Guidance and Counselling | | | | | |
| BAD808 | Distance and Open Learning | | | | | |
| Value Added Courses (for other department also) | | | | | | |
| BAD809 | Value Education | VAC | 2 | 0 | 0 | 2 |
| Total | | | 18 | 0 | 4 | 20 |
| Grand Total | | | 138 | 2 | 12 | 176 |

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

CA 1 - Surprise Test (Two best out of three) - (10 Marks)

CA 2 - Assignment(s) (10 Marks)

CA 3 - Term paper/Quiz/Presentations (05 Marks)

B. Attendance (5 marks)

C. Mid Semester Test-1: [30 Marks]

D. End-Term Exam: [40 Marks]

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

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Concept of human Growth, Development and Maturation, Princiand factors afecting human and development.
Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Mtheir inter-relationship. Individual differences and development

Unit- II**15 Hours**

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

Unit- III**15 Hours**

Intelligence: Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence
Personality: Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Unit- IV**18 Hours**

Concept of the creativity, difference between creativity and intelligence, Identification of Creative Child
Techniques and methods of fosterbrainstorming: bproblem-solvingproblem solving Group discussion, play way, Quiz etc
Concept anWell-Beings of Well Being and Factors affecting Well Being

Transactional Mode

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

Suggested Readings

- Hurlock, E.B (2005). *Child Growth and Development* Tata McGraw-Hill Publishing Company NewYork.
- Hurlock, E.B (2006). *Developmental Psychology-A Life Span Approach*. Tata McGraw-Hill Publishing Company NewYork.
- Meece, J.S ECCLES, J. L (2010). *Hand BOOK of RESEARCH on School, Schooling and Human development*, New York, Routledge.
- Santrock. J.W (2006). *Child Development*, Tata McGraw-Hill CompanyNew York.
- Santrock.J. W (2007). *Adolescence*, Tata McGraw-Hill Publishing Company New York.
- Innes, J. M., and Fraser, C. (1971). *Experimenter bias and other possible biases in psychological research*. *European Journal of Social Psychology*, 1(3), 297-310.
- Clark H.H and Clark E.V. (1977). *Psychological and Language: An Introductionto Psycholinguistics* New York.
- Farr, C. W., and Moon, C. E. (1988). *New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence*.
- Campbell (1980) *Well-Beingse of Well Being in Americans* New York.McGraw-Hill.
- Obert, S. Feldman (2009). *Understanding Psychology* Tata McGraw-Hill.
- Santrock. J.W (2006). *Child Development*. Tata McGraw-Hill Publishing Company New York.
- Santrock.J. W (2007). *Adolescence*, Tata McGraw-Hill Publishing Company NewYork.
- Garbarino, J. (1982). *Children and Families in Socialcial Environment Aldine de Gruyter: New York* Terman, Lewis M., and Merrill Maud A "the Stanford- Binnet Scales for measuring Intelligence McGraw-Hill Book Co. Inc., 1943 Ch.10
- Adler, A., *UnderstandingHuman Nature* London: George Allen &Unwin1927
- Clark H.H& Clark E.V. (1977). *Psychological and Language: An Introductionto Psycholinguistics* NewYork
- Kail and Pellegrino J W. (1985). *Human Intelligence Perspectiveand Prospects*.NewYork: Freeman
- 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 TIndia.
- 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: General English**Course Code: BAD118**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

The Kabuliwallah: Rabindranath Tagore

The Eyes Are Not Here: Ruskin Bond

The Death of a Hero: Jai Nimbkar

Grief: Anton Chekov

Uncle Podger Hangs a Picture: Jerome K. Jerome

Unit II**10 Hours**

The Poetic Palette (Orient Blackswan, 2013)

The following poems from this anthology are prescribed:

Pippa's Song: Robert Browning

Apparently with No Surprise: Emily Dickinson

The Tyger: William Blake

What Do Animals Dream: Yahia Lababidi

Magic of Love: Helen Farries

The Charge of the Light Brigade: Lord Tennyson

Unit III**5 Hours**

Texts Prescribed for Grammar

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

Unit IV**5 Hours**

Writing Skills

Letters

Applications

Essays

Transactional Mode

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

Suggested Readings

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

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

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Course Title: General Hindi**Course Code: BAD119**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:

- 1 विद्यार्थी हिंदी भाषा के आधुनिक काव्य के बारे में जान सकेंगे
- 2 विद्यार्थी हिंदी व्याकरण का व्यावहारिक प्रयोग कर सकेंगे
- 3 विद्यार्थी हिंदी भाषा के गद्य साहित्य में रुचि लेंगे
- 4 विद्यार्थी हिन्दी भाषा का रचनात्मक कार्यों में प्रयोग कर सकेंगे

विषय-वस्तु**इकाई (क)**

10 घंटे

दीपिका : (काव्य संग्रह) सं. हेमराज निर्मम,
 भारतेन्दु हरिश्चन्द्र : यमुना शोभा, भारत, वियोगिनी नारी
 मैथिलीशरण गुप्त : साकेत, दोनों और प्रेम पलता है, यशोधरा
 जयशंकर प्रसाद : आंसू से, प्रेम पथिक से, आशा

इकाई (ख)

8 घंटे

शब्द का अर्थ और प्रकार
 शब्द शक्तियों – अभिधा, लक्षणा, व्यंजना
 प्रतीक विधान

इकाई (ग)

6 घंटे

आपका बंटी (उपन्यास) : मन्नू भण्डारी
 पठित गद्यांश

इकाई (घ)

6 घंटे

कविता की परिभाषा और तत्व; कविता का उद्भव और विकास।
 भाषा क्लब, विद्यालय पत्रिका, वाद-विवाद, नाट्यकरण, क्वीज़ प्रोग्राम)

प्रायोगिक कार्य

- निम्नलिखित में से अपनी पसंद के किसी एक विषय पर मौलिक रचना तैयार करें (वाद-विवाद, नाट्यकरण, क्वीज़ प्रोग्राम)

पुस्तक सूची

- आपका बंटी (उपन्यास): 1970 : मन्नू भण्डारी, जीवन पर्यंत शिक्षण संस्थान
- दीपिका : (काव्य संग्रह) सं. हेमराज निर्मम, पंजाबी विश्वविद्यालय प्रकाशन, पटियाला।
- चतुर्वेदी, राजेश्वर प्रसार; 2008 हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
- जैन निर्मला, 2006; नई समीक्षा के प्रतिमान, नैशनल हाउस, दिल्ली।
- भावुक कृष्ण (डॉ.) हिन्दी भाषा का इतिहास, अशोक प्रकाशन, दिल्ली, 1997
- बाहरी हरदेव (डॉ.) 2004, हिन्दी : उद्भव विकास और रूप, किताब महल, दिल्ली।
- बाहरी हरदेव (डॉ.) 1965, हिन्दी उद्भव विकास और रूप, किताब महल, इलाहाबाद, प्रथम संस्करण।
- शास्त्री रामचन्द्र वर्मा (डॉ.) एवं माया अग्रवाल (डॉ.), भाषा-विज्ञान एवं हिन्दी भाषा, अनिता प्रकाशन, दिल्ली, 1994

Course Title: General Punjabi**Course Code: BAD120**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning 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 ਵਿਵਹਾਰਿਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
4. ਇਕਾਂਗੀ ਦੇ ਮਹੱਤਵ ਪੂਰਨ ਤੱਤਾਂ ਬਾਰੇ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਗੇ

Course Content

ਭਾਗ – a

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

10 ਘੰਟੇ

ਭਾਗ –A

ਇਕਾਂਗੀ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣ-ਪਹਿਚਾਣ
ਸੰਖੇਪ ਨਿਬੰਧ ਰਚਨਾ। (250-300 ਸ਼ਬਦਾਂ ਵਿਚ)

8 ਘੰਟੇ

ਭਾਗ – ਏ

ਘੰਟੇ

ਨਿੱਜੀ ਚਿੱਠੀ ਪੱਤਰ।
ਇਸ਼ਤਿਹਾਰ ਲੇਖਣ ਅਤੇ ਸੱਦਾ-ਪੱਤਰ ਲੇਖਣ

6

ਭਾਗ- ਸ

ਘੰਟੇ

ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਮਹੱਤਵ
ਪੰਜਾਬ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ (ਮਾਝੀ, ਮਲਵਈ, ਦੁਆਬੀ ਅਤੇ ਪੁਆਧੀ)

6

Transactional Mode

ਲੈਕਚਰ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾ, ਪ੍ਰਦਰਸ਼ਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ।

ਪੁਸਤਕ ਸੂਚੀ-

- ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘੁਵੀਰ 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।
- ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼(2011), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ, ਮੈਦਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ ਅਤੇ ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ (ਸੰਪਾਦਕ) 2005 ਕਥਾਰੰਗ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ (2004), ਵਾਰਿਸ ਸ਼ਾਹ, ਫਾਉਂਡੇਸ਼ਨ ਅੰਮ੍ਰਿਤਸਰ।

Course Title: 21ST Century Skills

Course Code: BAD121

Learning Outcomes

After completion of this course, the learner will be able to:

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

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

Course Content

Unit-I

8 Hours

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

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

Unit-II

8 Hours

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

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

Unit-III

7 Hours

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

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

Unit-IV

7 Hours

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

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

Transactional Mode

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

Suggested Readings

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

Course Title: English Literature-I

Course Code: BAD105

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. construct four basic skills of language –reading, writing, speaking and

- listening
2. explain English literature and its various genres
 3. demonstrate the knowledge of Prose and the literary terms pertaining to it
 4. exemplify the basic skills of language for better pronunciation

Course Content

Unit-I

12 Hours

What is Literature?
Various Genres of Literature
Literature and History

Unit-II

13 Hours

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

Unit-III

10 Hours

Language Items

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

Unit-IV

10 Hours

Prescribed Text

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

Transactional Mode

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

Suggested Readings

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

Course Title: ਪੰਜਾਬੀ ਸਾਹਿਤ-I

Course Code: BAD106

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

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

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੇ ਇਤਿਹਾਸ 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

Course Content

ਭਾਗ – a

10 ਘੰਟੇ

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ।

ਭਾਗ –A

12 ਘੰਟੇ

1. ਸਾਵੇ ਪੱਤਰ (ਕਾਵਿ ਸੰਗ੍ਰਹਿ) ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ।

ਭਾਗ – ਏ

12 ਘੰਟੇ

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

ਭਾਗ- ਸ

11 ਘੰਟੇ

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

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮੱਸਿਆ ਹੱਲ, ਸਮੂਹ ਚਰਚਾ , ਪ੍ਰਦਰਸ਼ਨ , ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ।

ਪੁਸਤਕ ਸੂਚੀ :

- ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) (2008) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, (2010) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ।
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ, (1999) ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਪ੍ਰੋ ਮੋਹਨ ਸਿੰਘ, ਸਾਵੇ ਪੱਤਰ (2010) (ਕਾਵਿ ਸੰਗ੍ਰਹਿ) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।
- ਭੁਪਿੰਦਰ ਕੌਰ, (2004) ਆਧੁਨਿਕ ਕਵਿਤਾ ਪਰਵਿਰਤਨ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ, ਤਰਲੋਚਨ ਪਬਲਿਸ਼ਿਰਜ ਚੰਡੀਗੜ੍ਹ

Course Title: Hindi Literature-I**Course Code: BAD107****Learning Outcomes**

ਸਮ্পੂਰਨ ਪਾਠ੍ਯਕ੍ਰਮ ਕੇ ਰੁਚਿਪੂਰਵਕ ਅਧਯਯਨ ਤਪਰਾਨ੍ਤ ਛਾਤ੍ਰ ਸਮਝਨੇ ਕੇ ਯੋਗਯ ਹੋ ਜਾਯੋਗੇ

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

1. छात्र हिंदी साहित्य के काल विभाजन एवं आदि काल के काव्य से परिचित हो जायेंगे
2. छात्र हिंदी साहित्य के आदिकाल की परिस्थितियों व ग्रन्थों से परिचित हो जायेंगे
3. विद्यार्थियों की हिंदी साहित्य में रुचि उत्पन्न हो जाएगी
4. छात्रों की रचनात्मक शक्ति का विकास होगा

विषय-वस्तु**भाग-क**

हिन्दी साहित्येतिहास,
आदिकाल : काल विभाजन,
आदिकाल : नामकरण,

12 घंटे**भाग- ख**

आदिकालीन : प्रवृत्तियाँ
आदिकालीन : परिस्थितियाँ (राजनैतिक, धार्मिक, सामाजिक, आर्थिक)

12 घंटे**भाग- ग**

अमीर खुसरो की पहेलियाँ,
रासो ग्रंथ : पृथ्वीराज रासो, परिमाल रासो, खुमान रासो
विद्यापति की पदावली, कीर्तिलता, कीर्तिपताका,

11 घंटे**भाग- घ**

काव्य:- परिभाषा, स्वरूप, प्रयोजन।
महाकाव्य :-परिभाषा एवं स्वरूप।
खण्डकाव्य :-परिभाषा एवं स्वरूप।

10 घंटे**Transactional Modes**

व्याख्यान, समूह चर्चा, खुली बातचीत, प्रश्नोत्तर, संवाद, स्व-अध्ययन, समस्या समाधान, प्रदत्त कार्य,

Suggested Readings

- गुप्त (डॉ.), गणपतिचंद्र, 'हिन्दी साहित्य का वैज्ञानिक इतिहास' (दो खंड), लोक भारती प्रकाशन, इलाहाबाद, पंचम संस्करण, 1999.
- नगेंद्र (डॉ.) (सं.), 'हिन्दी साहित्य का इतिहास', मयूर पेपर बैक्स, नोएडा, चौबीसवां संस्करण, 1997.
- चतुर्वेदी राम स्वरूप, 'हिंदी साहित्य और संवेदना का विकास' लोक भारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998.
- मंगल लालचंद गुप्त 'हिंदी साहित्य का इतिहास', यूनिवर्सिटी बुक सेंटर, कुरुक्षेत्र, द्वितीय संस्करण, 1999.
- शुक्ल आचार्य रामचन्द्र, 'हिंदी साहित्य का इतिहास'.

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

Unit -II **11 Hours**
 Relationship between Political Science Economics, History and Sociology.
 The State: meaning, definition, elements and difference between and state and government.

Unit -III **10 Hours**
 Functions of State: Socialist perspective.
 Functions of State: Liberal perspective.
 Welfare State: Concept and functions.

Unit-IV **12 Hours**
 Sovereignty: Meaning, definition, characteristics, types and attributes.
 Theories of Sovereignty: Monistic and Pluralistic

Transactional Mode

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.

LOAEC

Course Title: History-I (Ancient History)

Course Code: BAD123

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I**12 Hours**

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

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

Unit-II**11 Hours**

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

Buddhism: Life and Teaching of the Gautam Budha.

Unit-III**10 Hours**

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

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

Unit-IV**12 Hours**

Harsha Vardhan: Harsha-Vardhan and Southern Dynasties (Cholas, Pallavs and Rashtrakutas).

Maps:

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

(b) Extent of the Mauryan Empire

(c) Gupta Empire under Samundra Gupta.

Transactional Mode

Lecture, Collaborative Learning, Seminars, Blended learning, Discussion & Demonstration, 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,
- *VivekanandJhaMauryan India, Delhi: Tulika Books, 2004.*
- *Jha, D.N., Ancient Indian an Historical Outline, Delhi: Manohar (2nd Rev. Ed.), 2005.*
- *Pandey, V.C.and Pandey, A.C. New History of Ancient India, Jalandhar: A.B.C., 1999.*
- *Ray Chaudhary, H.C. (Re. ed.) by B.N. Mukherjee, Political History of Ancient India, Calcutta: Oxford University Press, 1996.*
- *Sastri, K.A. Nilakanta, A History of South India, 2nd ed., Oxford University Press, 1958.*
- *Sastri, K.A. Nilakanta, History of South India, from pre-historic times to the fall of Vijaynagar, (4th ed.), Delhi: Oxford Unversity Press, 1995.*
- *Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India, Delhi: MotilalBanarasi Das, 1991.*
- *Sharma, R.S. India's Ancient Past, Delhi: Oxford University Press, 2005.*

- Sharma, R.S. *Looking for the Aryan, Hyderabad: Orient Longman, 1995.*
- Tharpar, Romila *Early from the Origin to A.D. 1300, Penguin, 2002.*
- Altekar, A.S. *State and Government in Ancient India, Delhi: Motilal Banarsi Das, 1965.*
- Bryant, Edwin, *Origin of Vedic Culture, Delhi: Oxford University Press, 2001.*
- Charkrabarti, Uma, *The Social Dimensions of Early Buddhism, Delhi: Oxford University Press, 1987.*
- 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; MotilalBanarsidas, 1975.*
- Ratnagar, Shereen, and *Enquiries into the Political Organization of Harappan Society, Pune: Ravish, 1991.*
- Thapar, Romila, *Asoka and the decline of the Mauryas, Delhi: Oxford University Press, 1997.*

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

Course Code: BAD124

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Sociology: Origin, Definition, nature and scope of sociology, Definition, nature & scope.

Relationship between sociology and other social sciences (Anthropology, Psychology, Economics, History and Political Science)

Unit-II**12 Hours**

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

Unit-III**11 Hours**

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

Theories- GH Mead, S Freud, CH Cooley

Unit-IV**10 Hours**

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

Transactional Mode

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

Suggested Readings

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

10A1C

Course Title: Economics-I (Micro Economics)

Course Code: BAD125

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

12 Hours

Subject matter of Economics and theory of consumer behavior: Nature

and scope of Economics;

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

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

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

Unit -II

11 Hours

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

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

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

Unit -III

10 Hours

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

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

Price and 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

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

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

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

Transactional Mode

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

Suggested Readings

- Singh, J S, Chopra, P N & Grewal, P S (Punjabi Medium). *Price Theory and Distribution, Latest edition*).
- Stonier, A W & Hague, D C. *A Text Book of Economic Theory (Fourth Edition)*.
- Samuelson, P A (1972). (Trans. Piar Singh): *Arth Shastar Prarmbhik Vishleshan, Punjabi University, Patiala*.

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

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

Course Code: BAD126

Lerning Outcomes

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

After completion of this course, the learner will be able to:

1. Grasp the basics of Matrices and coordinate geometry including applied aspect for enhancing quantitative skills and pursuing higher mathematics and research as well
2. Develop a wide-ranging application of the subject and enlarge the knowledge of matrices for solving linear homogeneous and as well as non-homogeneous system of equations
3. Equip themselves with necessary analytic and technical skills by applying the principles of geometry, also learns to solve a variety of practical problems in science and engineering

4. Acquire the standard concepts and tools at an intermediate to advance level of geometrical techniques that will serve towards taking more advance level course in mathematics

Course Content

Unit I

12 Hours

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

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

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

Unit II

11 Hours

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

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

Unit III

11 Hours

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

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

Unit IV

11 Hours

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

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

Transactional Mode

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

Suggested Readings

- *Hari Kishan, (2008), A Textbook of Matrices, Atlantic Publishers.*
- *Fuzhen Zhang, (1999), Matrix Theory- Basic Results and Techniques, Springer.*
- *Shanti Narayan, P.K. Mittal, (2010), A Textbook of Matrices, S Chand & Company.*

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

Web Sources

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

SEMESTER-II

Course Title: Learning and Teaching

Course Code: BED219

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 4 | 0 | 0 | 4 |

Course Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit I

14 Hours

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

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

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

Socio-cultural factors influencing cognition and learning.

Facilitating holistic development (for self and society).

Unit II

14 Hours

Implicit knowledge and beliefs about learning (demystifying misconceptions).

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

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

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

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

Unit III

16 Hours

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

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

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

Teaching as profession; professional ethics for teachers

Unit IV

16 Hours

Pedagogy: Concept, principles and techniques of pedagogy.

Simulated Teaching, Micro Teaching: meaning, concept and its application in teaching learning process.

Case Analysis: Analysis of teaching of effective teachers

Transactional Mode

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

Suggested Readings:

- Aggarawal J C, (2010). *Essentials of Educational Psychology*, Vikas Publishing House Ltd. New Delhi
- Chauhan S S, (2009). *Advanced Educational Psychology*, Vikas Publishing House Ltd. New Delhi

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

Course Title: General English

Course Code: BAD220

Course Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

10 Hours

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

The Doctor's Word

Green Parrots in a Cage

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

The Doll's House
A Service of Love
Dusk

Unit-II**10 Hours**

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

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

Unit-II**5 Hours**

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

Unit-III**5 Hours**

Writing Skills
Letters
Applications
Essays

Transactional Mode

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

Suggested Readings

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

Course Title General Hindi

Course Code: BAD221

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :

- 1 विद्यार्थी हिंदी भाषा और उसकी लिपि व बोलियों के बारे में जान सकेंगे
- 2 विद्यार्थी हिंदी भाषा में उपन्यास और कहानी के अंतर को समझ सकेंगे
- 3 विद्यार्थी समीक्षात्मक कार्यों में हिंदी भाषा का प्रयोग कर सकेंगे
- 4 विद्यार्थी हिन्दी भाषा में अन्य भाषाओं का अनुवाद कर सकेंगे

Course Content

इकाई (क)

कहानी की आरम्भिक पहचान; कहानी का उद्भव और विकास।

8 घंटे

इकाई (ख)

7 घंटे

सजीव कहानियाँ : सम्पादक डॉ० लक्ष्मीचन्द्र खुराना द्वारा केवल चार कहानियाँ ममता . अशिक्षित का हृदय . न्याय मंत्री . सम्य-असम्य

इकाई (ग)

7 घंटे

हिंदी भाषा तथा उसकी बोलियाँ,
देवनागरी लिपि का उद्भव और विकास; विशेषताएँ तथा सीमाएँ,
मानक हिन्दी ।

इकाई (घ)

8 घंटे

उपन्यास और कहानी में अंतर, उद्भव और विकास।
अंग्रेजी तथा क्षेत्रीय भाषा के अनुच्छेद का हिंदी में अनुवाद।

प्रायोगिक कार्य

अपनी पसंद की निम्नलिखित में से किसी साहित्यिक विधा पर तीन मौलिक रचनाएँ लिखें :-
(कहानी, लघु कथा, निबंध, सम्वाद) ।

पुस्तक सूची

- सजीव कहानियाँ : सम्पादक डॉ० लक्ष्मीचन्द्र खुराना, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़।
- दीक्षित भागीरथ : (2003) समीक्षा लोक, इन्द्रप्रस्थ प्रकाशन, दिल्ली,
- राय, गोपाल, 'हिंदी कहानी का विकास', राजकमल प्रकाशन, दिल्ली : 2012
- चतुर्वेदी राम स्वरूप, 'हिंदी साहित्य और संवेदना का विकास' लोक भारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998.
- मंगल लालचंद गुप्त 'हिंदी साहित्य का इतिहास', यूनिवर्सिटी बुक सेंटर, कुरुक्षेत्र, द्वितीय संस्करण, 1999.
- चतुर्वेदी, राजेश्वर प्रसार ; 2008 हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
- बाहरी हरदेव, 2004, हिन्दी उद्भव और विकास किताब महल, दिल्ली।

Course Title: General Punjabi**Course Code: BAD222**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

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

1. ਵਿਦਿਆਰਥੀ ਨਿਬੰਧ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਿਆਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
3. ਦਫਤਰੀ ਪੱਤਰ ਲਿਖਣਾ ਸਿੱਖ ਕੇ ਵਿਵਹਾਰਿਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਧੁਨੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ

Course Content**ਭਾਗ-ੳ**

10 ਘੰਟੇ

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਜਾਣ-ਪਛਾਣ

ਭਾਗ-ਅ

8 ਘੰਟੇ

ਵਾਰਤਕ ਵਿਵੇਕ, (ਸੰਪਾਦਕ) ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ

ਭਾਗ-ੲ**6 ਘੰਟੇ**

ਦਫਤਰੀ ਪੱਤਰ

ਨੋਟਿਸ ਲੇਖਣ ਅਤੇ ਸਮਾਚਾਰ ਲੇਖਣ

ਪ੍ਰੈਸੀ ਰਚਨਾ, ਲੇਖ ਰਚਨਾ

Bwg-s**6 ਘੰਟੇ**

ਸ਼ਬਦ-ਸ਼੍ਰੇਣੀਆਂ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਾਕ ਬਣਤਰ

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾ , ਪ੍ਰਦਰਸ਼ਨ , ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ) (2015): ਵਾਰਤਕ ਵਿਵੇਕ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, 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।
- ਡਾ. ਕਰਮਜੀਤਸਿੰਘ(ਸੰਪਾਦਕ) (2012), ਕਾਵਿ ਸੁਮੇਲ, (ਸੰਪਾਦਕ) , ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਡਾ. ਹਰਿਕੀਰਤ ਸਿੰਘ, ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ ਕਾਤਿਜ (1999), ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖਮਾਲਾ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਡਾ. ਹਰਿਕੀਰਤਸਿੰਘ (2003), ਰੁਪਾਂਤਰੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।

Course Title: Development of Educational System in India**Course Code: BAD223**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Unit-I**10 Hours**

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

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

Unit-II: 8 Hours

Brief Historical Perspective with reference to Charter Act (1813) & Macalay's (1835)
Wood's Despatch (1854) Main Recommendations and its impact on Indian education
Sargent Report (1944) Main Recommendations and its impact on Indian education
Main Recommendations of the following: University Education Commission (1948) - Secondary Education Commission (1952-53) - Indian Education Commission (1964-66)

Unit-III: 6 Hours

National Policy on Education (NPE) 1986 and (1992) Main features.
Programme of Action 1992.
Right of Children to Free and Compulsory Education Act (2009) (RTE)

Unit-IV: 6 Hours

Central Advisory Board of Education (CABE)- Meaning, Composition and Functions
National Council of Educational Research and Training (NCERT) Meaning, Composition and Functions
University Grants Commission (UGC) Meaning, Composition and Functions

Suggested Readings:

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

Course Title: English Literature-II

Course Code: BAD206

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

11 Hours

Prescribed Texts:

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

Unit-II

13 Hours

Terms pertaining to Prose:

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

Unit-III

Wuthering Heights: Emily Bronte

11 Hours**Unit-IV**

Emma - Jane Austen

10 Hours**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 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. ਪੰਜਾਬੀ ਨਾਟਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
2. ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
3. ਭਾਰਤੀ ਕਵਿ ਸ਼ਾਸਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
4. ਪੰਜਾਬੀ ਅੰਲਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ

Course Content**ਭਾਗ-ੳ**

ਨਾਟਕ ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਕਲਪ

10 ਘੰਟੇ

ਭਾਗ-ਅ

ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ (ਨਾਟਕ), ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ,

15 ਘੰਟੇ

ਭਾਗ-ੲ

10 ਘੰਟੇ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1500 ਤੋਂ 1700)

ਭਾਗ-ਸ

10 ਘੰਟੇ

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

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾ, ਪ੍ਰਦਰਸ਼ਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ।

ਪੁਸਤਕ ਸੂਚੀ

- ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) (2008) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, (2010) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ।
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ, (1999) ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ (ਨਾਟਕ), ਡਾ. ਆਤਮਜੀਤਸਿੰਘ, ਲੋਕਗੀਤਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ (ਸੰਪਾਦਕ), (1998) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੱਧਕਾਲੀਨ ਇਤਿਹਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।
- ਦੁਨੀਚੰਦ (2010) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਬਿਊਰੋ ਚੰਡੀਗੜ੍ਹ

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

ਸम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :-

- 1 छात्रों को हिंदी की विभिन्न विधाओं का ज्ञान होगा
- 2 छात्रों को हिंदी व्याकरण का सूक्ष्म ज्ञान होगा
- 3 छात्रों की हिंदी शब्दावली व रचनात्मक शक्ति का विकास होगा
- 4 छात्रों को भक्तिकाल के कवियों एवं उनकी साहित्यिक कृतियों की जानकारी होगी

Course Content**भाग—क**

12 घंटे

भक्तिकाल : इतिहास, स्वरूप, स्वर्ण युग

भक्तिकालीन : प्रवृत्तियाँ

भक्तिकालीन : परिस्थितियाँ (राजनैतिक, धार्मिक, सामाजिक, आर्थिक)

भाग—ख

11 घंटे

सगुणकाव्य : कृष्ण भक्ति शाखा, राम भक्ति शाखा
प्रवृत्तियाँ
प्रमुख कवि,
काव्य की तात्त्विक समीक्षा (भाव पक्ष और कला पक्ष)

भाग—ग

10 घंटे

निर्गुण काव्य : संत काव्य, सूफी काव्य
प्रवृत्तियाँ,
प्रमुख कवि,
काव्य की तात्त्विक समीक्षा (भाव पक्ष और कला पक्ष)

भाग—घ

12 घंटे

अलंकार : अनुप्रास, श्लेष, वक्रोक्ति, उपमा, रूपक (परिभाषा एवं उदाहरण)
छन्द : दोहा, चौपाई, सवैया, सोरठा (परिभाषा एवं उदाहरण)
रस : परिभाषा, भेद एवं उदाहरण
काव्य की तात्त्विक समीक्षा (भाव पक्ष और कला पक्ष)

Transactional Mode

व्याख्यान, समूह चर्चा, खुली बातचीत, प्रश्नोत्तर, संवाद, स्व-अध्ययन, समस्या समाधान, प्रदत्त कार्य,

Suggested Readings

- गुप्त (डॉ.), गणपतिचंद्र, 'हिन्दी साहित्य का वैज्ञानिक इतिहास' (दो खंड), लोक भारती प्रकाशन, इलाहाबाद, पंचम संस्करण, 1999.
- नगेंद्र (डॉ.) (सं), 'हिन्दी साहित्य का इतिहास', मयूर पेपर बैक्स, नोएडा, चौबीसवां संस्करण, 1997.
- चतुर्वेदी राम स्वरूप, 'हिंदी साहित्य और संवेदना का विकास' लोक भारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998.
- मंगल लालचंद गुप्त 'हिंदी साहित्य का इतिहास', यूनिवर्सिटी बुक सेंटर, कुरुक्षेत्र, द्वितीय संस्करण, 1999.
- द्विवेदी, आचार्य हजारी प्रसाद, कबीर, राजकमल प्रकाशन, दिल्ली. 1906
- तुलसीदास, रामचरित मानस, गीता प्रेस, गोरखपुर. 1995
- जायसी. मालिक मोहम्मद, पद्यावत, राजकमल प्रकाशन, दिल्ली. 1964
- सिंह, श्याम सुन्दर, कबीर ग्रंथावली, राजकमल प्रकाशन, दिल्ली. 1989
- सिंह भानु उदय, तुलसीदास, राजकमल प्रकाशन, दिल्ली. 1978
- साही, विजयदेव नारायण, जायसी, वाणी प्रकाशन, दिल्ली. 1976
- रघुवंश, जायसी एक नयी दृष्टि, राजकमल प्रकाशन, दिल्ली. 1994

Course Title: Political Science-II (Modern Political Theory)**Course Code: BAD224**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Political System: Meaning, characteristics and Scope

Political Culture: Meaning, Characteristics and Types.

Political Socialization: Meaning, characteristics & agencies.

Unit-II**12 Hours**

Rights & Duties: Meaning, types & its relationship

Universal Declaration of Human Rights and its classification.

Democracy: Meaning, features, & types.

Unit-III**11 Hours**

Liberty: Meaning, types and its safeguards.

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

Unit-IV

9 Hours

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

Transactional Mode

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

Suggested Readings

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

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

Course Code: BAD225

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

9 Hours

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

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

Unit-II

12 Hours

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

Unit-III

11 Hours

Establishment of Mughals: Establishment of Mughal rule.

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

Unit--IV

13 Hours

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

Course Title: Sociology-II (Sociological Interactions and Processes)**Course Code: BAD226**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

Unit-II**11 Hours**

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

Unit-III**12 Hours**

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

Unit-IV**10 Hours**

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

Transactional Mode

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

Suggested Readings

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

Course Title: Economics-II (Indian Economy and Industry)**Course Code: BAD227**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

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

Unit-II**12 Hours**

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

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

Unit-III

11 Hours

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

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

Unit-IV

13 Hours

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

Current Challenges of Poverty in India: definition and estimate, poverty line, poverty alleviation programs after 1991. Inequality: income and regional inequality – causes and corrective measures adopted in India.

Unemployment in India: measuring Unemployment, magnitude – causes & consequences – major employment programs after 1991 – structure & emerging trends in employment. Environmental challenges in India: Land, water and air.

Transactional Mode

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

Suggested Readings

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

- Tandon, B B&Tandon, K K (1998). *Indian Economy*, Tata McGraw-Hills Pub. Co., New Delhi.

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

Course Code: BAD228

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

10 Hours

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

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

Unit-II

12 Hours

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

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

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

Unit-III

11 Hours

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

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

Unit-IV

12 Hours

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

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

Transactional Modes

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

Suggested Readings

- Rudin, W., *Principles of Mathematical Analysis*, McGraw-Hill (2013).
- Malik, S.C. and Arora, S., *Mathematical Analysis*, Wiley Eastern (2010).
- Simmons G. F., *Introduction to Topology and Modern Analysis*, Tata McGraw Hill (2008).
- Jain, P. K., Ahmad Khalil, *Metric Spaces*, Alpha Science Publishers (2004).
- G.F. Simmons, (2002), *Differential Equations with Application and Historical Notes*, Tata –McGraw Hill.
- B. Rai, D.P. Choudhary & H. J. Freedman, (2002), *A Course of Ordinary Differential Equations*, Narosa.
- Ian N. Snedden, (2013), *Elements of Partial Differential Equations*, Dover Publication.
- L.E. Elsgolts, (1970), *Differential Equation and Calculus of variations*, University Press of the Pacific.

- *M. D. Raisinghania, (2018), Ordinary and Partial Differential Equations, S Chand.*
- *J.B. Fraleigh, (2003), A first course in Abstract Algebra, Addison-wiley.*
- *Joseph A Gallian, Contemporary Abstract Algebra, Brooks/ Cole Cengage Learning, 2016*
- *N. Herstein, (2006), Topics in Algebra, John Wiley & Sons.*
- *Thomas W Hungerford, (1990), Abstract Algebra – An Introduction, Saunders College Publishing.*
- *Suggested digital platform: NPTEL/ SWAYAM/ MOOCs.*
- *Suggested digital platform: NPTEL/ SWAYAM/ MOOCs.*

Website/ Links/ Online portal/ICT:

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

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

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

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content**Unit –I****15 Hours**

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

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

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

Unit –II**15 Hours**

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

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

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

Unit –III**17 Hours**

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

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

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

Unit- IV**13 Hours**

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

- a) Sarva Shiksha Abhiyan (SSA)
- b) Rashtriya Madhyamik Shiksha Abhiyan (RAMSA)

Transactional Modes

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

Suggested Readings

- Aggarwal, S., & Jca, O. (2010). *Landmarks in the History of Modern India*. Vikas Publishing House.
- Aggarwal, J.C. (2002). *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996). *The Teacher and Education in Emerging Indian Society*. Tandon Publications, Ludhiana.
- Bhatia, K.K, & Narang, C.L. (1992). *Philosophical and Sociological Foundations of Education*. Doaba House, Delhi.
- Bhatt, B.D. (2005). *Modern Indian Education. Planning and Development*. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997). *Philosophical and Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed. Agra.
- Lakshmi, T.K.S. & M. S. Yadav (1992). *Education: its Evolving Characteristics*, *New Frontiers in Education*, Vol. XXII, No. 4.
- Mathur, S. S. (1966). *A sociological approach to Indian education*. Vinod Pustak Mandir.
- MOHANTY, J. (2001). *Studies on Countrywide Classroom and Indira Gandhi National Open University ETV Programs*. *Studies in Distance Education*, 38.

- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992). *National Policy on Education*, Horizon Publishers, Allahabad.
- Rao, Digumarti, B. (2004). *Education for the 21st century*, Discovery Publishing House, New Delhi.
- Safaya, R.N. and Shaida, B.D. (1983). *Principles and Techniques of Education*. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006). *Philosophical and Sociological Foundations of Education*. Bawa Publication, Patiala.
- Sen, D. (2016). *Higher education policies the Indian experience since independence*. *International Journal of Multidisciplinary Education and Research*, 1 (10).
- Ministry of Education, Govt. of India: *Value Education Source Book (1994)*, NCERT, New Delhi.
- Ruhela & Vyas, (1969). *Sociological perspectives in school education*, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996). *The Emerging Concept of Education in Human Values*, Regency Publication, New Delhi.
- Gupta, V.K. (1996). *Education in Emerging Indian Society*, New Academic Publishing House, Jalandhar (English Version)

Course Title: General English

Course Code: BAD315

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit -1

10 Hours

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

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

Unit-II

15 Hours

Texts Prescribed for Grammar - *Oxford Practice Grammar* by John

Eastwood (Exercises 44 to 75)

Unit –III

10 Hours

Writingskills
Letters (Formal & Informal)
Applications

Unit –IV

10 Hours

Vocabulary:
Antonyms
Idioms used in illustrativesentence

Suggested Readings

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

Course Title: General Hindi

Course Code: BAD316

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :-

- 1 विद्यार्थी हिंदी भाषा में उपन्यास विधा के बारे में जान सकेंगे
- 2 विद्यार्थी हिंदी भाषा में भारतेन्दु हरिश्चन्द्र की उपन्यास कला से परिचित हो जायेंगे
- 3 विद्यार्थी हिंदी भाषा के रचनात्मक कार्यों में व्याकरण का शुद्ध प्रयोग कर सकेंगे
- 4 विद्यार्थी हिंदी भाषा में कविता एवं उपन्यास इत्यादि पर मौलिक रचना कर सकेंगे ।

Course Content

इकाई (क)

10 घंटे

उपन्यास : उद्भव और विकास; परिभाषा, तत्व, वर्गीकरण,

इकाई (ख)

8 घंटे

अंधेर नगरी (उपन्यास) : भारतेन्दु हरिश्चन्द्र

इकाई (ग)

7 घंटे

कवितालोक (काव्यसंग्रह) सं० डॉ० शिवकुमार शर्मा,

केवल पाँच कवियों की रचनायें – कबीरदास, रसखान, गुरु नानक देव, सूरदास,

मीराबाई ।

इकाई (घ)

10 घंटे

समास, कारक की परिभाषा और भेद

हिन्दी भाषा में नीजि पत्र, प्रशासनिक पत्र

शब्द की परिभाषा; शब्द के गुण— प्रसाद, माधुर्य, ओज

प्रायोगिक कार्य

अपनी पसंद के फोंट में कम्प्यूटर पर टंकण कार्य एवं पी पी टी कार्य ।

पुस्तक सूची

- भारतेन्दु हरिश्चन्द्र, अंधेर नगरी : 2012, विश्वविद्यालय प्रकाशन, वाराणसी ।
- चतुर्वेदी, राजेश्वर प्रसार ; 2008 हिन्दी व्याकरण, उपकार प्रकाशन, आगरा ।
- जैन निर्मला, 2006; नई समीक्षा के प्रतिमान, नैशनल हाउस, दिल्ली ।
- सं० डॉ० शिवकुमार शर्मा, कवितालोक, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ ।
- साहनी एस. बी. एवं शर्मा आर. पी. 2007, सर्वोत्तम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा ।
- बाहरी हरदेव, 2004, हिन्दी उद्भव विकास और रूप किताब महल, दिल्ली ।
- भावुक कृष्ण (डॉ.), 1997; हिंदी भाषा का इतिहास अशोक प्रकाशन, दिल्ली ।
- तिवारी मोलनाथ (डॉ.), 1966; हिंदी भाषा, किताब महल इलाहाबाद प्रथम संस्करण

Course Title: General Punjabi

Course Code: BAD317

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਹਾਣੀ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਹੋਵੇਗੀ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਨਾਮ ਕਰਨ ਤੇ ਵਿਕਾਸ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਕੇ ਭਾਸ਼ਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
4. ਪੰਜਾਬੀ ਵਾਕ ਰਚਨਾ ਮੁੱਢਲੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ

Course Content

ਭਾਗ-ੳ

8 ਘੰਟੇ

ਕਥਾ ਸੰਸਾਰ ਸੰਪਾਦਕ: ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ

ਭਾਗ-ਅ

7 ਘੰਟੇ

ਭਾਸ਼ਾ ਦਾ ਨਾਮਕਰਨ, ਪਿਛੋਕੜਨ ਅਤੇ ਨਿਕਾਸ

ਭਾਗ-ੲ

8 ਘੰਟੇ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ (ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਯੁੱਗ)

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਾਰਥਕਤਾ, ਇਤਿਹਾਸ ਅਤੇ ਸਾਹਿਤਕ ਵਿਰਾਸਤ।

ਭਾਗ-ਸ

7 ਘੰਟੇ

ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ

ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਬਣਤਰ

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾ, ਪ੍ਰਦਰਸ਼ਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ।

ਪੁਸਤਕ ਸੂਚੀ

- ਰਤਨ ਸਿੰਘ ਜੱਗੀ (ਸੰਪਾਦਕ) (2014): ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੱਧਕਾਲੀਨ ਇਤਿਹਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ (ਸੰਪਾਦਕ) (2010), ਕਥਾ ਸੰਸਾਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ

- ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ (1992), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
 - ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ। ਮਿਤੀਹੀਣ
 - ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ, ਮਹਿਰਬਾਨ ਸਿੰਘ (2004), ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।

Course Title: Education in Modern India

Course Code: BAD318

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcome

After completion of this course, the learner will be able to:

1. explain the stages at which education is imparted
2. list out the important issues of education in Modern India (Post-Independence Period)
3. Explore the process of development and problems of education in J&K State at all levels (Post- Independence Period)
4. summarise the concept and relevance of Secondary Education and Higher Education

Unit -I

10 Hours

Elementary Education: concept, objectives of elementary education. Concept of Universalization of Elementary Education (UEE), Promotion of UEE through Sarva Shiksha Abhiyan (SSA).

Elementary Education: Growth of elementary education in the State since Independence. Specific problems of elementary education and remedial measures taken to deal with the problems.

Unit-II

8 Hours

Secondary Education: Growth of secondary education in the State since Independence. Specific problems of secondary education and remedial measures taken to deal with the problems.

Secondary Education: Concept, objectives of secondary education. Organizational Pattern as suggested by Kothari Commission of Education (1964-66). Main problems of secondary education and remedial measures to solve the problems.

Unit-III

6 Hours

Higher Education: Growth of higher education in the state since Independence. Specific problems of higher education and remedial measures to deal with the problems.

Distance Education: Concept of distance education, scope of distance education in India. modes of distance education viz.;

Correspondence Courses and Open Learning System.

Unit -IV

6 Hours

Evaluation, Assessment and Certification: Concepts of evaluation, assessment and certification, need for evaluation in Education. Shortcomings in the present system of evaluation and suggestive remedial measures. Continuous and Comprehensive Evaluation (CCE)-concept and problems.

Concept of Women Education, Population Education and Adult Education – Objectives, Need and Importation - National Adult Education Programme (NAEP)-Meaning and its features, National Literacy Mission (NLM) objectives and importance.

Transactional Mode

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

Suggested Readings

- Aggarwal J.C. (1987). *Modern Indian education and its problem* New Delhi: Arya Book Depot.
- Bhatnagar Suresh and Saxena A. (2002). *Modern Indian education and its problem*. Meerut: R. Lall Book Depot.
- Bhatia R. L and Ahuja B.N. (2000). *Modern Indian education and its problem*. Delhi: Surjeet Publications.
- Chauhan C.P.S (2004). *Modern Indian education: Policies, progress and problem* New Delhi: Kanishka Publisher, Distributors.
- Mohanty Jagannath (2000). *Current trends in higher education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Mohanty Jagannath (2002). *Primary and elementary education* New Delhi: Deep and Deep Publications Pvt. Ltd.
- Nayak A.K. and Roa V.K. (2002). *Primary education*. New Delhi: APH Publishing Corporation.
- Reddy K. P. and Reddy D.N. (2002). *Environmental Education*. New Delhi: Neel Kamal Publications Pvt. Ltd.
- Singha H.S. (1991). *School education in India: Contemporary issues and trends* New Delhi: Sterling Publishers Pvt. Ltd.
- Shrivastava K.K. (2004). *Environmental education: Principles, concepts and management* New Delhi: Kaniska Publishers, Distributors.'
- Sharma R.A. (2001). *Technological foundation of education: Theory, practice and research*. Meerut : R. Lall Book Depot.

Course Title: English Literature-III**Course Code: BAD305**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

Important terms pertaining to drama and stage:

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

Unit-II**12 Hours**

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

- a. Renaissance and Reformation
- b. Origin and Rise of Drama in English
- c. Metaphysical Poetry

- d. Chief Characteristics of the Neo-Classical Literature.
- e. Rise of the Novel
- f. Restoration Comedy

Unit-III

11 Hours

Important Texts of Chaucer to the Eighteenth-Century period:

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

Unit-IV

10 Hours

William Shakespeare: Macbeth

Transactional Mode

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

Suggested Readings

- *Abrams, M.H. A Glossary of 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**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner 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

ਭਾਗ-ੳ

12 ਘੰਟੇ

ਪੰਜਾਬੀ ਕਹਾਣੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਭਾਗ- ਅ

12 ਘੰਟੇ

ਕਥਾਲੋਕ (ਕਹਾਣੀਸੰਗ੍ਰਹ) ਸੰਪਾਦਕ. ਡਾ. ਜਸਵਿੰਦਰਸਿੰਘ।

ਭਾਗ - ਏ

11 ਘੰਟੇ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1700-1850)

ਭਾਗ - ਸ

10 ਘੰਟੇ

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

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾ, ਪ੍ਰਦਰਸ਼ਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੌਪਣੀ।

ਪੁਸਤਕਸੂਚੀ :

- ਜਗਬੀਰ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ ਆਦਿ ਕਾਲ ਤੋਂ ਭਗਤੀ ਕਾਲ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, (2010) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ ਲੁਧਿਆਣਾ।
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ, (1999) ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਹਰਭਜਨ ਸਿੰਘ ਭਾਟੀਆ ਤੇ ਬਿਕਰਮ ਸਿੰਘ ਘੁੰਮਣ, 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।

- *बुटा सिंथ घराङ्ग, (2018) पंजाबी विभावरन सिपांड अडे विवहार पंज आष पूकामन*
- *दुनीचंद (2010) पंजाबी भासा दा विवाम, पंजाब जुनीवरमिटी धिडुरे, चंडीगडु*

Course Title: Hindi Literature-III

Course Code: BAD307

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे

- 1 छात्रों को रीति काल के नामकरण एवं प्रवृत्तियों की जानकारी होगी
- 2 उनकी गद्य और पद्य में दिलचस्पी पैदा होगी
- 3 छात्रों को हिंदी साहित्य के रीति काल के उदय एवं परिस्थितियों की जानकारी होगी
- 4 छात्रों की कल्पनात्मक, समीक्षात्मक, सृजनात्मक शक्ति का विकास होगा

भाग—क

रीतिकाल : इतिहास, स्वरूप, नामकरण
रीतिकालीन : प्रवृत्तियाँ
रीतिकालीन : परिस्थितियाँ (राजनैतिक, धार्मिक, सामाजिक, आर्थिक)

12 घंटे

भाग—ख

रीतिकाल के प्रमुख कवि,
रीतिकाल की रचनायें : रसिक प्रिया —केशवदास

11 घंटे

भाग—ग

बिहारी सतसई (प्रथम 20 दोहे) —बिहारी
सप्रसंग व्याख्या और समीक्षात्मक प्रश्न

10 घंटे

भाग—घ

सन्धि : परिभाषा, भेद एवं उदाहरण
स्वर सन्धि
व्यंजन सन्धि
विसर्ग सन्धि

12 घंटे

Transactional Mode

व्याख्यान, समूह चर्चा, खुली बातचीत, प्रश्नोत्तर, संवाद, स्व-अध्ययन, समस्या समाधान, मिश्रित प्रणाली शिक्षा, सहकारी शिक्षण, प्रदत्त कार्य,

Suggested Readings

- गुप्त (डॉ.), गणपतिचंद्र, 'हिन्दी साहित्य का वैज्ञानिक इतिहास' (दो खंड), लोक भारती प्रकाशन, इलाहाबाद, पंचम संस्करण, 1999.
- नगेंद्र (डॉ.) (स), 'हिन्दी साहित्य का इतिहास', मयूर पेपर बैक्स, नोएडा, चौबीसवां संस्करण, 1997.

- चतुर्वेदी राम स्वरूप, 'हिंदी साहित्य और संवेदना का विकास' लोक भारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998.
- मंगल लालचंद गुप्त 'हिंदी साहित्य का इतिहास', यूनिवर्सिटी बुक सेंटर, कुरुक्षेत्र, द्वितीय संस्करण, 1999.
- भावुक कृष्ण (डॉ.), 1997; हिंदी भाषा का इतिहास अशोक प्रकाशन, दिल्ली
- तिवारी भोलनाथ (डॉ.), 1966; हिंदी भाषा, किताब महल इलाहाबाद प्रथम संस्करण

IOAIC

Course Title: Political Science-III (Introduction of the Constitution of India)**Course Code: BAD319**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

Unit-II**12 Hours**

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

Preamble and its importance

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

Unit-III**11 Hours**

Human Rights: National Human Rights Commission and Punjab Human Rights Commission

Fundamental Rights in Indian constitution.

Fundamental Duties in Indian constitution.

Unit-IV**12 Hours**

President: Election, Powers, Position and Changing Role

Parliament: Composition, Powers and Role

Transactional Mode

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, Gulabhai Naranji. (1975) The Constitution of India. Delhi: Macmillan Company of India.*
- *Ghosh, Pratap Kumar. (1966). The Constitution of India: How it Has Been Framed. Prabhat Prakashan.*

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

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Cause of the downfall of Mughal Empire.

Battles of Plassy and Buxer. Administrative and Social reforms of Cornwallis, Bentinck and Dalhousie.

Unit-II**13 Hours**

The uprising of 1857: Causes, results and causes of its failure.

Movements: - Social-Culture Movements, Brahma Samaj, Arya Samaj, Singh Sabha Movement.

Unit-III**11 Hours**

British Economic Policy in India-Agriculture, Rural indebtedness.

Foundation of Indian National Congress: Phases of Moderate Politics; Rise of Extremism.

Unit-IV**12 Hours**

Emergence of Gandhi: Satyagraha Campaigns, Quit-India Movement, Non-Co-Operation Movement.

Maps - a) British India in 1805 A.D., b) British India in 1818 A.D., c) Important Centers of the Revolt of 1857.

Transactional Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, 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)*

IOAIC

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

12 Hours

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

Unit-II

11 Hours

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

Unit-III

12 Hours

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

Unit-IV

10 Hours

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

Transactional Mode

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

Suggested Readings

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

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

Course Title: Economics-III (Macroeconomic)
Course Code: BAD322

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

9 Hours

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

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

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

Unit-II

13 Hours

Keynesian System and Investment analysis: Keynesian Theory: Effective Demand, Aggregate Demand and Aggregate Supply Function.

Consumption Function: Factors influencing consumption function.

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

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

Unit-III

11 Hours

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

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

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

Unit-IV

12 Hours

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

Transactional Mode

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

Suggested Readings

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

Course Title: Mathematics-III (Linear Algebra and Abstract Algebra)**Course Code: BAD323**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

Unit-II**11Hours**

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

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

Subgroups, Coset decomposition, Cayley's theorem, Cyclic group, generating system of group.

Unit-III**12Hours**

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

Unit-IV**12Hours**

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

Integral domain, Field, Skew field etc., Field of quotients of an integral domain, Embedding of an integral domain in a field, Factorization in an

integral domain, Divisibility, Units, Associates, Prime and irreducible elements, Unique Factorization Domain, Euclidean rings.

Transactional Mode

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

Suggested Readings

- Friedberg, Stephen H., Insel, Arnold J., & Spence, Lawrence E. (2003). *Linear Algebra* (4th ed.). Prentice-Hall of India Pvt. Ltd. New Delhi.
- Hadley, G, (2002). *Linear Algebra*, Narosa Publishing House, New Delhi.
- Hoffman and Kunze, (1972). *Linear Algebra*, Prentice Hall of India, New Delhi.
- H. Helson, (1994). *Linear Algebra*, Hindustan Book Agency, New Delhi.
- Dutta, K. B. (2004). *Matrix and Linear Algebra*, Prentice Hall of India.
- S. Lang, (1987). *Linear Algebra*, Springer.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- J. B. Fraleigh, (2003). *A first course in Abstract Algebra*, Addison-Wiley.
- I. N. Herstein, (2006). *Topics in Algebra*, John Wiley & Sons.
- Thomas W Hungerford, (1990). *Abstract Algebra–An Introduction*, Sauders 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.

SEMESTER-IV**Course Title: Assessment for Learning****Course Code: BAD401**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content**Unit I****15 Hours**

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

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

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

Unit II**15 Hours**

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

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

Place of marks, grades and qualitative descriptions.

Role of Feedback in Improving learning and learners' development.

Unit III**15 Hours**

Scoring procedure - manual and electronic, development of Rubrics

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

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

Unit IV**15 Hours**

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

Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity.
 Non-Detention Policy, the menace of coaching.
 Policy Perspectives on Assessment: NCF (2009), RTE (2009)
 Emerging Practices in Assessment: Standard Based Assessment,
 Online, Computer.
 Based and Open Book Examinations.

Transactional Mode

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

Suggested Readings

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

Course Title: General English**Course Code: BAD415**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Oliver Twist by Charles Dickens

Unit-II**10 Hours**

Txts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 118 to 153)

Unit-II**5 Hours**

Writing Skills – Essay Writing, Paragraph Writing, Comprehension of Unseen Passage

Unit-III**5 Hours**

Vocabulary – Synonyms, Abbreviations.

Transactional Mode

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

Suggested Readings

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

Course Title: General Hindi
Course Code: BAD416

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes:

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :-

- 1 विद्यार्थी हिंदी भाषा और निबन्ध विधा में रुचि लेंगे ।
- 2 विद्यार्थी हिंदी भाषा में व्यावहारिक व्याकरण के बारे में जान सकेंगे ।
- 3 विद्यार्थी हिंदी भाषा के रचनात्मक कार्यों में दक्षता प्राप्त कर सकेंगे ।
- 4 विद्यार्थी महादेवी वर्मा की रचनात्मक शैली से परिचित हो जायेंगे ।

Course Content

| | | |
|----------|--|-----------|
| इकाई (क) | निबन्ध (गद्य साहित्य) का उद्भव और विकास निबन्ध की परिभाषा एवं प्रकार | 8 घंटे |
| इकाई (ख) | के साथी (निबन्ध संग्रह) महादेवी वर्मा | 7 घंटे पथ |
| इकाई (ग) | तकनीकी शब्दावली का उद्भव और विकास (केवल प्रशासनिक शब्दावली), व्यावहारिक व्याकरण, वर्तनी मार्जन व शोधन (शब्द एवं वाक्य), वाक्य की परिभाषा और प्रकार | 8 घंटे |
| इकाई (घ) | आत्मकथा और जीवनी का उद्भव और विकास; परिभाषा और अंतर निमन्त्रण पत्र, अनुच्छेद लेखन, प्रैस विज्ञापित, सूचना, प्रैस रिपोर्ट, सूचना पट्ट, | 7 घंटे |

प्रायोगिक कार्य

निम्नलिखित में से अपनी पसंद की किसी एक साहित्यिक विधा पर तीन मौलिक रचनात्मक कार्य (लघु कथा, निबंध, नाटक, सम्वाद) ।

पुस्तक सूची

- चतुर्वेदी, राजेश्वर प्रसार ; 2008 हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
- जैन निर्मला, 2006; नई समीक्षा के प्रतिमान, नैशनल हाउस, दिल्ली।
- वर्मा महादेवी, 2008, पथ के साथी (निबन्ध संग्रह) लोक भारती प्रकाशन, इलाहाबाद।
- राजा राम कल्पना 2009, निबन्ध शोध, स्पैक्टम बुक्स प्रा. लि. दिल्ली।
- चन्द्रगुप्त गणपति 2008, साहित्यिक निबन्ध, लोक भारती प्रकाशन, इलाहाबाद।
- नायक, सुरेश (2009) हिन्दी भाषा शिक्षण, ट्वंटी फ़स्ट सैंचुरी पब्लिकेशन, पटियाला

Course Title: General Punjabi**Course Code: BAD417**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. ਵਿਦਿਆਰਥੀ ਲੇਖ ਲਿਖਣ ਦੀ ਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
2. ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਮਹੱਤਤਾ ਤੋਂ ਜਾਣੂੰ ਹੋ ਜਾਣਗੇ।
3. ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸੰਬੰਧਿਤ ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਕੰਪਿਊਟਰ ਦੀ ਵਰਤੋਂ ਕਰਨੀ ਸਿੱਖ ਕੇ ਵਿਵਹਾਰਿਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
4. ਪੈਰੋ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣ ਦੀ ਜਾਂਚ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Contents

| | | |
|--------------|---|---------|
| Bwg-a | ਪੰਜ- ਆਬ, (ਸੰਪਾ.) ਪ੍ਰੋ. ਭੁਪਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ | 10 ਘੰਟੇ |
| Bwg-A | ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣੇ। ਸੂਚਨਾ ਹਿਤ ਨੋਟਿਸ ਲਿਖਣਾ (ਸਾਹਿਤਕ, ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਖੇਡ ਖੇਤਰ ਨਾਲ) ਮੁਹਾਵਰੇ | 8 ਘੰਟੇ |
| Bwg-e | ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸੰਬੰਧਿਤ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਕੰਪਿਊਟਰ, ਇੰਟਰਨੈੱਟ, ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸੰਬੰਧਿਤ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਮਹੱਤਤਾ ਬਾਰੇ ਲੇਖ ਲਿਖਣਾ | 6 ਘੰਟੇ |
| Bwg-ਸ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸੁਰ ਪ੍ਰਬੰਧ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਾਕ ਜੁਗਤ | 6 ਘੰਟੇ |

Transactional Mode

ਲੈਕਚਰ, ਵਿਆਖਿਆ ਵਿਧੀ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾ, ਪ੍ਰਦਰਸ਼ਨ, ਪੀ.ਪੀ.ਟੀ ਅਤੇ ਕਾਰਜ ਸੈਪਣੀ।

pusqk sUcl:

- ਪੰਜ- ਆਬ, (ਸੰਪਾ.) ਪ੍ਰੋ. ਭੁਪਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ (2010), ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ (1992), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਜੈਤੇਗ ਸਿੰਘ (2011), ਕੰਪਿਊਟਰ ਸੰਚਨਾ ਅਤੇ ਵਿਵਹਾਰਕ ਵਰਤੋਂ, ਮਦਾਨ ਬੁੱਕ ਹਾਊਸ, ਪਟਿਆਲਾ
- ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ (2007), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਕੋਸ਼, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Course Title: Mental Health and Mental Wellbeing

| L | T | P | Credits |
|---|---|---|---------|
|---|---|---|---------|

Course Code: BAD418

| | | | |
|---|---|---|---|
| 2 | 0 | 0 | 2 |
|---|---|---|---|

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content**Unit-1****8 Hours**

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

Unit-II**7 Hours**

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

Unit-III**8 Hours**

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

Unit-IV**7 Hours**

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

Transactional Mode

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

Suggested Readings

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B. Company.
- Crow, L. D., Crow, & Alince. (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.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.

Course Title: English Literature-IV

| | | | |
|---|---|---|---------|
| L | T | P | Credits |
|---|---|---|---------|

Course Code: BAD405

| | | | |
|---|---|---|---|
| 3 | 0 | 0 | 3 |
|---|---|---|---|

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

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

Transactional Modes

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

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

Course Title: Punjabi Literature-IV

| | | | |
|----------|----------|----------|----------------|
| L | T | P | Credits |
|----------|----------|----------|----------------|

Course Code: BAD406**3 0 0 3****Learning Outcomes**

After completion of this course, the learner will be able to:

1. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ ਦੀ ਲਿਖਣ ਸ਼ੈਲੀ ਤੇ ਜਾਣੂੰ ਹੋਣਗੇ।
2. ਪੰਜਾਬੀ ਨਾਵਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
3. ਸਾਹਿਤ ਦੇ ਰੂਪ ਜੀਵਨੀ ਅਤੇ ਸਵੈ ਜੀਵਨੀ ਦੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
4. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1850-1947) ਤੱਕ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

COURSE CONTENTS**Bwg-a****12 ਘੰਟੇ**

ਪੰਜਾਬੀ ਨਾਵਲ ਨਾਲ ਮੁੱਢਲੀ ਜਾਣ ਪਹਿਚਾਣ।

Bwg-A**11 ਘੰਟੇ**

ਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾ (ਨਾਵਲ) ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ

ਭਾਗ- e**11ਘੰਟੇ**

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1850-1947)

ਭਾਗ -ਸ**11 ਘੰਟੇ**

ਸਾਹਿਤ ਦੇ ਰੂਪ, ਨਿਬੰਧ, ਨਿੱਕੀ ਕਹਾਣੀ, ਸਫਰਨਾਮਾ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾ-ਚਿੱਤਰ ਡਾਇਰੀ

ਪੁਸਤਕ ਸੂਚੀ :

- ਜਗਬੀਰ ਸਿੰਘ (2008), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ(ਆਦਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ (2010), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ।
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ (1999), ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- dllp kOr itvwxw eyhu hmwrw jlvxx (nwwl) , lokglq pRkwSn, cMflgVH imqlhlx
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), sihq dy rUp, pblkySn ibaUro, pMjwbl XUnlvristl,pitAwlw
- ਪ੍ਰੋ. ਬ੍ਰਹਮ ਜਰਦੀਸ਼ ਸਿੰਘ, ਰਾਜਵੀਰ ਕੌਰ, (2013) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, ਵਾਰਿਸ਼ ਸ਼ਾਹ PwaUfySn, AMimRqsr

Hindi Literature-IV

Course Title: हिन्दी साहित्य का इतिहास (आधुनिककाल)

Course Code: BAD407

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :-

1. छात्रों को हिंदी साहित्य के आधुनिक काल के उदय एवं परिस्थितियों की जानकारी होगी
2. छात्रों को छायावादी, प्रगतिवादी एवं प्रयोगवादी कविता की जानकारी होगी
3. छात्रों की हिंदी शब्दावली में वृद्धि होगी
4. छात्रों की कल्पनात्मक, समीक्षात्मक, सृजनात्मक शक्ति का विकास होगा

Course Content

भाग—क

12 घंटे

आधुनिक काल : इतिहास, स्वरूप, नामकरण

आधुनिक कालीन : प्रवृत्तियाँ

आधुनिक कालीन : परिस्थितियाँ (राजनैतिक, धार्मिक, सामाजिक, आर्थिक)

भाग—ख

11 घंटे

भरतेन्दु युग : परिस्थितियाँ, प्रवृत्तियाँ
प्रमुख कवि, रचनायें

द्विवेदी युग : परिस्थितियाँ, प्रवृत्तियाँ
प्रमुख कवि, रचनायें

भाग—ग

10 घंटे

छायावाद की काव्यगत : परिस्थितियाँ, प्रवृत्तियाँ,
प्रमुख कवि, रचनायें,

प्रगतिवाद की काव्यगत : परिस्थितियाँ, प्रवृत्तियाँ,
प्रमुख कवि, रचनायें

भाग—घ

12 घंटे

प्रसाद युग : प्रमुख लेखक, रचनायें

शुक्ल युग : प्रमुख लेखक, रचनायें

नव्यतर गद्य विधाएं : आत्मकथा, जीवनी, लघुकथा, साक्षात्कार,
संस्मरण, रेखाचित्र, यात्रावृत्तांत, डायरी, रिपोर्टाज़।

Transactional Mode

व्याख्यान, समूह चर्चा, खुली बातचीत, प्रश्नोत्तर, संवाद, स्व-अध्ययन, समस्या समाधान, मिश्रित प्रणाली शिक्षा, सहकारी शिक्षण, प्रदत्त कार्य,

Suggested Readings

- भाषा विज्ञान : भोलानाथ तिवारी, किताब महल, इलाहाबाद
- सामान्य भाषा विज्ञान : बाबू सक्सेना।
- भाषा विज्ञान की भूमिका : देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन दिल्ली।
- नगेंद्र. डॉ.(सं), हिंदी साहित्य का इतिहास, मयूर पेपरबैक्स, नोएडा, चौबीसवां संकरण, 1997
- कुमार, डॉ.प्रेम, कविता का वैचारिक परिप्रेक्ष्य, कलमकार पब्लिकेशन्स, दिल्ली, 2022

- शुक्ल रामचंद्र हिंदी साहित्य का इतिहास, नागरी प्रचारिणी सभा, वाराणसी, छत्तीसवाँ संस्करण, 2008
- चतुर्वेदी रामस्वरूप, हिंदी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998

LOAAC

Course Title: Political Science-IV

(Indian Political System)

Course Code: BAD419

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. enabling the student to have fair idea on the Practice of procedure and practice of Democracy
2. analyze the functioning of various organs of Indian government such as legislature, Executive and Judiciary
3. categorize the various regional and national political parties

4. discuss the role of Caste, Religion and Regionalism in Indian Politics
5. differentiate between the powers and function of election commission vis-à-vis voting behavior

Course Content

Unit-I

10 Hours

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

Unit-II

13 Hours

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

Unit-III

10 Hours

Role of Religion in Indian Politics.
Impact of Caste and Regionalism in Indian Politics.

Unit-IV

12 Hours

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

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, GulabhaiNaranji. (1975.) The Constitution of India. Delhi: Macmillan Company of India.*
- *Ghosh, Pratap Kumar. (1966). The Constitution of India: How it Has Been Framed. Prabhat Prakashan.*
- *Puneeth, P. & V. N. Shukla. (2008). Constitution of India.*
- *G. Austin. (1966). The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press.*
- *G. Austin. (2000). Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford University Press.*
- *D.D. Basu. (1994). An Introduction to the Constitution of India, New Delhi, Prentice Hall.*
- *C. P. Bhambari. (1997). The Indian State fifty years, New Delhi, Sipra.*
- *P. Bras. (2003). Politics of India since Independence, Cambridge University Press,*

- *P. Brass. (1995). Ethnic Groups and the State, London, Crook Helm.*
- *P. Brass. (1974). Language, Religion and Politics in North India, London, Cambridge University Press.*
- *B.L. Fadia. (1984). State Politics in India, Vol. II, New Delhi, Radint Publisher.*
- *F.R. Frankel. (1978). Indian Political Economy oxford university press.*
- *R. Kothari. (1988). State against Democracy: In Search of Human Governance, Delhi, Ajantha.*
- *R. Kothari. (1970). Politics in India, New Delhi, Orient Longman.*
- *R. Kothari. (1967). Party System and Election Studies, Bombay, Asia Publishing House.*
- *Iqbal Narain. (1967). State Politics in India, Meerut, Meenakshi Parkashan,*
- *M.V. Pylee. (1977). Constitutional Government in India, Bombay, Asia Publishing House.*

Course Title: History-IV (History of Sikhism)

Course Code: BAD420

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. evaluate the various concepts present during the Gurus Period, gaining a comprehensive understanding of their significance and implications.
2. synthesize information regarding the political, social, and religious issues prevalent during the Gurus Period, recognizing their interconnectedness and impact.
3. critical discussions about the social conditions of Punjab during the

Gurus Period, examining factors such as caste, gender, and social hierarchies.

4. provide detailed information about the religious landscape in Punjab during the Gurus Period, considering the various religious traditions, practices, and influences.

Unit-I**12 Hours**

Sources: Main Sources of Punjab History.

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

Unit-II**10 Hours**

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

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

Unit-III**11 Hours**

Relations of Sikh Gurus with Mughals, 1605-1708.

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

Unit-IV**12 Hours**

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

Maps:

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

Transactional Mode

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

Suggested Readings

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

IOAEC

Course Title: Sociology-IV (Social Change)

Course Code: BAD421

Learning Outcomes

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

After completion of this course, the learner 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

Course Content

Unit-I

12 Hours

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

Unit-II

11 Hours

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

Unit-III

12 Hours

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

Unit-IV

10 Hours

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

Transactional Mode

Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Desai, A.R.1985.*India's path of development: A Marxist approach. Bombay: Popular Prakashan.*
- Dube, S C. 1998.*Modernization and development. Vistaar Publisher: New Delhi.*
- Giddens, A. 1990. *The consequences of modernity. Cambridge: Polity press*
- Moor, W. and Robert, C. 1967.*Social change. New Delhi: Prentice Hall.*
- Sharma, S L. 1986 *Development: Socio-cultural development. Rawat Publications, Jaipur.*
- Singh Sukhdev. 1997.*PenduSamaaj ate Pendu Vikas. Patiala: Publication Bureau Punjabi University.*
- Srinivas, M.N.1966.*Social change in modern India. Berkley: University of Berkley.*

**Course Title: Economics-IV
(Economics and finance)**

Course Code: BAD422

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner 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

Course Content

Unit-I

12 Hours

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

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

Unit-II

10 Hours

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

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

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

Unit-III

11 Hours

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

Pure Theory of International Trade: Absolute Cost Advantage Theory, Comparative Cost Advantage Theory, Opportunity Cost Theory, Heckscher-Ohlin Theory, Leontiff Paradox. Concepts of Terms of Trade; Doctrine of Reciprocal Demand, Offer Curves; Singer-Prebisch Thesis.

Unit-IV

12 Hours

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

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

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

Transactional Mode

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

Suggested Readings

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

IOAACC

Course Title: Mathematics –IV (Complex Analysis)

Course Code: BAD423

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

3. evaluate the contour integrals and understand the role of Cauchy-Goursat theorem and the Cauchy integral formula
4. expand some simple functions as their Taylor and Laurent series, classify the nature of singularities

Course Content

Unit-I

12 Hours

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

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

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

Unit-II

12 Hours

Elementary Functions and Integrals: Exponential function, Logarithmic function, Branches and derivatives of logarithms, Trigonometric function, Derivatives of functions,

Definite integrals of functions, Contours, Contour integrals and its examples, Upper bounds for moduli of contour integrals.

Unit-III

10 Hours

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

Liouville's theorem and the fundamental theorem of algebra.

Unit-IV

11 Hours

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

Transactional Mode

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

Suggested Readings

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

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

MOOC

SEMESTER-V

Course Title: Health Yoga and Physical Education

Course Code: BAD526

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 2 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. enhance the knowledge and understanding of mental and physical cealth as well as fitness

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

Course Content

Unit-I

10 Hours

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

Unit II

11 Hours

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

Unit III

12 Hours

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

Unit IV

12 Hours

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

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.

Evaluation Criterion (practical)

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Transactional Mode

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

Suggested Readings

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

Course Title: Basics of Research

Course Code: BAD502

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

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

Transactional Mode

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

Suggested Readings

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

10A1C

Course Title: Language across the Curriculum

Course Code: BAD503

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

skills

Course Content

Unit I

12 Hours

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

Unit II

8 Hours

Concept formation
Language of textbooks in different Courses

Unit III

10 Hours

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

Unit IV

15

Hours

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

Transactional Mode

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

Suggested Readings

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

Course Title: ICT in Education and its Application

Course Code: BAD527

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 2 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. interpret & adapt ICT in accordance to educational aims & principles
2. acquainted themselves with the computer system and its accessories
3. use MS-Office (MS- Word, PowerPoint & Spreadsheet) in computer skillfully
4. integrate technology in classroom setting for teaching & learning

Course Content

- Unit I** **10 Hours**
 ICT: concept, characteristics and importance, Role of information technology in teaching-learning process.
 Challenges of integrating ICT in school education.
- Unit II** **10 Hours**
 Computer fundamentals: meaning, components and types of computers, functions of an operating system and application software.
- Unit III** **12 Hours**
 Computer applications in learning: concept, features and advantages of MS- Word, Excel and Power point.
- Unit IV** **13 Hours**
 Hardware technologies and their applications: overhead projector, DLP projector, Audio-video recording instruments and CCTV.
 New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning.

Evaluation Criterion (Practical)

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Transactional Mode

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

Suggested Readings

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

Course Title: English Literature-V

Course Code: BAD505

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop deep understanding of the language
2. critically analyze and evaluate British literature
3. show familiarity with major literary works by British writers of 19th century
4. exercise their ability to think clearly and cogently

5. construct an argument in writing, state facts clearly and cogently and recognise and use the formats of different forms of writing like letters and essays

Course Content

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

Transactional Mode

Brain Storming, Quiz, Group Discussion, Open Talk.

Suggested Readings

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

Course Title: Punjabi Literature-V

Course Code: BAD506

Learning Outcomes

After completion of this course, the learner will be able to:

1. ryKw ਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
2. ਸਾਹਿਤ ਦੇ ਚਿੰਨ੍ਹਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
3. ਆਧੁਨਿਕ ਪ੍ਰਮੁੱਖ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
4. ਬਲਵੰਤ ਗਾਰਗੀ ਦੀ ਲਿਖਣ ਸ਼ੈਲੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Course Content

| | |
|--|---------|
| ਭਾਗ-ੳ | 10 ਘੰਟੇ |
| ਰੇਖਾ ਚਿੱਤਰ ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਕਲਪ | |
| ਭਾਗ-ਅ | 15 ਘੰਟੇ |
| ਹੁਸੀਨ ਚਿਹਰੇ (ਰੇਖਾ ਚਿੱਤਰ) ਬਲਵੰਤ ਗਾਰਗੀ। | |
| ਭਾਗ-ੲ | 10 ਘੰਟੇ |
| ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1947 ਤੋਂ 2000 ਤੱਕ) | |
| ਭਾਗ-ਸ | 10 ਘੰਟੇ |
| 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

- ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (2008) (ਆਦਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, (2010) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ।
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ, ਸਮੀਖਿਆ ਪ੍ਰਣਾਲੀਆਂ, (1999) ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟ ਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਬਲਵੰਤ ਗਾਰਗੀ, (2018) ਹੁਸੀਨ ਚਿਹਰੇ, ਨਵਜੁੱਗ ਪਬਲਿਸ਼ਿਰਜ਼ ਨਵੀਂ ਦਿੱਲੀ 2018.

Hindi Literature-V

Course Title: हिन्दी साहित्य (आधुनिककाल का गद्य साहित्य)

Course Code: BAD507

Learning Outcomes

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :-

- छात्रों को हिंदी साहित्य के आधुनिक काल के उदय एवं परिस्थितियों की जानकारी होगी
- छात्रों को राष्ट्रभाषा हिंदी में कथा साहित्य की जानकारी होगी
- छात्रों की कहानी विधा में रुचि उत्पन्न होगी।
- निबंध साहित्य लेखन द्वारा उनकी कल्पनात्मक एवं सृजनात्मक शक्तियों का विकास होगा

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Course content

विधागत परिचय :

भाग—क

12 घंटे

उपन्यास : परिभाषा, भेद एवं तत्त्विक समीक्षा
प्रमुख उपन्यासकार एवं रचनायें

भाग—ख

11 घंटे

कहानी : परिभाषा एवं तत्त्विक समीक्षा
प्रमुख कहानीकार एवं रचनायें

भाग—ग

10 घंटे

निबन्ध : स्वरूप, भेद, परिभाषा एवं तत्त्व
प्रमुख निबन्धकार एवं रचनायें

भाग—घ

12 घंटे

नाटक और एकांकी : उत्पत्ति, स्वरूप, परिभाषा एवं तात्त्विक समीक्षा,
प्रमुख नाटककार एवं रचनायें

Transactional Mode:

व्याख्यान, समूह चर्चा, खुली बातचीत, प्रश्नोत्तर, संवाद, स्व-अध्ययन, समस्या समाधान, मिश्रित प्रणाली शिक्षा, सहकारी शिक्षण, प्रदत्त कार्य,

Suggested Readings

- गुप्त (डॉ.), गणपतिचंद्र 'हिंदी साहित्य का वैज्ञानिक इतिहास' (दोखंड), लोकभारती प्रकाशन, इलाहाबाद, पंचम संस्करण, 1999
- सिंह, डॉ. नामवर, कविता के नये प्रतिमान, राजकमल प्रकाशन, 2009
- नगेंद्र डॉ.(सं), हिंदी साहित्य का इतिहास, मयूर पेपरबैक्स, नोएडा, चौबीसवां संस्करण, 1997
- कुमार, डॉ. प्रेम, कविता का वैचारिक परिप्रेक्ष्य, कलमकार पब्लिकेशन्स, दिल्ली, 2022
- शुक्ल, रामचंद्र, हिंदी साहित्य का इतिहास, नागरी प्रचारिणी सभा, वाराणसी, छत्तीसवाँ संस्करण, 2008
- चतुर्वेदी रामस्वरूप, हिंदी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, इलाहाबाद, नवम संस्करण, 1998
- मंगल, लाल चंदगुप्त हिंदी साहित्य का इतिहास, यूनिवर्सिटी बुक सेंटर, कुरुक्षेत्र, द्वितीय संस्करण, 1999

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

Course Code: BAD528

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

13 Hours

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

Unit-II

12 Hours

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

Unit-III

11 Hours

British Parliament-House of Lords, House of Commons,

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

Unit-IV

9 Hours

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

Transaction Mode

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
(History of Punjab before Independence)
Course Code: BAD529**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

13 Hours

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

Unit II

10 Hours

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

Unit III**12 Hours**

Central and Provincial Administration and Military System of Ranjit Singh.

Anglo-Sikh War and the Annexation of the Punjab.

Unit IV**10 Hours**

Explanation and consolidation of the British Empire.

Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.

Maps:

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

Transactional Modes

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

Suggested Readings

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

Course Title: Sociology-V (Social Thinkers)**Course Code: BAD530**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Positivism: Comte's Law of three stages, Social Static & Dynamics, Evolutionism- Spencer's Evolutionary Approach.

Conflict: Marx's concept of Dialectical Historical Materialism, Class & Class Conflict, Coser's Approach to Social Conflict.

Personality: Meaning, Nature, Biological, Social and Cultural Factors in Personality Development

Unit-II**11 Hours**

Emile Durkheim: Social Facts, Sociology of Religion, Division of Labor, Organic and Mechanical Solidarity, Types of Suicide.

Karl Marx: Dialectical Materialism, Theory of Class Struggle, Alienation, Max Weber: Ideal Type, Verstehen, Bureaucracy

Unit-III**12 Hours**

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

Unit-IV**10 Hours**

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

Transactional Mode

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

Suggested Readings

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

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

Course Code: BAD531

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. acquaint the student teachers with the concept of sets and simple applications
2. develop the understanding of matrices and central economy and applications
3. analyze data to solve complex economic problems
4. demonstrate the skills to perform all the methods with detail and with good explanation

Course Content

Unit-I

13 Hours

Elementary Idea of Sets and Function: Simple Derivation.

Differentiation of simple Functions-Polynomial (x), Exponential (ax, ex)

Logarithm (log x). Simple applications of derivative in Economics,

Function, Limit & Continuity

Unit II

10 Hours

Matrices: Definition and Types, Operations (Sum, Difference) Product and Transpose, Adjoint and inverse of a matrix (upto 3 x 3) Solution of

simultaneous equations (up to 3) by matrix methods, Application in Matrix in Economics.

Measures of Central Tendency: Mean, Median, Mode.

Unit III

12 Hours

Index Numbers: Concepts, Problems and Importance, Simple Index Numbers, Laspeyre's, Paasche's and Fisher's index numbers, use of Index no in Economics.

Time Series Analysis: Components of Time Series, Determination of Trend, Moving Average Method and Least Square method.

Unit IV

10 Hours

Theory of Attributes: Association of Attributes: Theory of attributes and consistency of data, independence and association of attributes.

Measures of association and contingency for 2×2 and $r \times s$ contingency tables.

Transactional Modes

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

Suggested Readings

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

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

Unit-II**12Hours**

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

Unit-III**11 Hours**

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

Unit-IV**10 Hours**

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

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

Suggested Readings

- *Walter Rudin, (1976), Principle of Mathematical Analysis (3rd edition) McGraw-Hill Kogakusha, International Student Edition.*
- *Bartle, Robert G., & Sherbert, Donald R. (2015). Introduction to Real Analysis (4th ed.). Wiley India Edition. New Delhi.*
- *T. M. Apostol, (1985), Mathematical Analysis, Narosa Publishing House, New Delhi.*
- *S. C. Malik and Savita Arora, (2012), Mathematical Analysis , New Age International Pvt. (Ltd).*
- *Bilodeau, Gerald G., Thie, Paul R., & Keough, G. E. (2010). An Introduction to Analysis (2nd ed.). Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Denlinger, Charles G. (2011). Elements of Real Analysis. Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Suggested digital platform: NPTEL/ SWAYAM/ MOOCs*

Course Title: Pedagogy of English

Course Code: BAD533

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Unit I

12 Hours

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

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

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

Unit II

13 Hours

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

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

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

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

English language teaching situation in India and its historical background, Need and importance of teaching English, Aims-literary, cultural, utilitarian and creativity. Use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles

Unit III

10 Hours

Bilingual method –meaning- principles-merits and limitations

Direct method –meaning –principles-merits and limitations

Structural Approach-meaning –principles-criteria for selection and gradation of structures ways of teaching structures –substitution table- its importance, types- preparation, uses and practice in relation to secondary school texts-merits and limitations

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

Suggestopedia-meaning, principles, merits and limitations

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

Unit IV

10 Hours

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

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

Reading skills-objectives of teaching reading; Mechanics of reading; Methods of teaching reading; Types of reading, reading aloud and silently, intensive and extensive reading; Types of reading comprehension –activities to develop testing reading comprehension.

Writing –its components, objectives of teaching written expression.

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

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

Evaluation in teaching of English. Concept of unit test, blue print, construction of objective based test (practical activity-question paper) E-testing-meaning-steps, advantages, use of E- question Bank, online tutoring and testing.

Transactional Mode

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

Suggested Readings

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

Course Title: Pedagogy of Punjabi**Course Code: BAD534**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner 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

ਘੰਟੇ 11

ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ , ਪ੍ਰਕਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।

ਲਿੱਪੀ ਦੇ ਅਰਥ , ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।

ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ , ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਬਾਰੇ ਦੇ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚ ਮਹੱਤਵ।

ਇਕਾਈ 2

ਘੰਟੇ 11

ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ , ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।

ਉਚਾਰਨ ਅਤੇ ਉਚਾਰਨ ਦੇ ਕਾਨਲ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ ਵਿਵਾਦ , ਭਾਸ਼ਣ , ਕਹਾਣੀ ਸੁਣਾਉਣਾ ਕੋਈ ਦੇ ਕਿਰਿਆਵਾਂ)
ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਉੱਚੀ ਪਾਠ ਅਤੇ ਪਾਠ ਦਾ ਮਹੱਤਵ
ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ , ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅਸੂੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

ਘੰਟੇ 11

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

ਇਕਾਈ 4

ਘੰਟੇ 12

ਵਚਨ ਬੋਧ, ਸਵਰ , ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ , ਲਗਾਮਾਤਰਾਂ, ਲਗਾਖਰ, ਸ਼ਬਦ ਜੋੜਾ, 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

ਭਾਸ਼ਣ, ਵਿਚਾਰ ਵਟਾਦਰਾ, ਕੰਮ ਸੌਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰਿਵਿਊ, ਸੈਮੀਨਰ, ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

- ਨਿਰਧਾਰਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਕਾਤ

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: BAD535**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे

After completion of this course, the learner will be able to:

- 1 विद्यार्थी हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
- 2 विद्यार्थी हिंदी भाषा के सिद्धांत और सूत्र समझ सकेंगे
- 3 विद्यार्थी हिंदी भाषा के विभिन्न कौशलों का प्रयोग कर सकेंगे
- 4 विद्यार्थी पाठ-योजना और शिक्षण अधिगम सामग्री तैयार कर सकेंगे
- 5 विद्यार्थी हिंदी भाषा में कविता, निबंध, नाटक इत्यादि पर मौलिक रचना कर सकेंगे

Course Content**इकाई (क)**

भवनते 11

हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ
भाषा की भूमिका-समाजमें, विद्यालय में, तथा शिक्षा के माध्यम के रूपमें ।
हिंदी शिक्षण के सिद्धान्त और सूत्र ।

ठकाई (ख)

भवनते 11

श्रवण कौशल-अर्थ, उद्देश्य, गुण, विधियाँ ।
मौखिक अभिव्यक्ति-अर्थ, उद्देश्य, गुण, विधियाँ ।
पठनकौशल-अर्थ, उद्देश्य, (कहानी, कविता) ।

लेखन कौशल—अर्थ, उद्देश्य,सोपान एवंविधियाँ।

इकाई (ग)

भवनते 11

1पुस्तकालय की विशेषतायें

हिंदीपढ़ने—पढ़ाने की चुनौतियाँ।

हिन्दी अध्यापक के गुण एवं चुनौतियाँ।

इकाई (घ)

भवनते 12

.सहायक शिक्षण सामग्री—अर्थ, उपयोगिता, प्रकार— पत्रिकाओं, समाचारपत्रों, रेडियो कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग।(निबन्ध, पत्र, रिपोर्ट लिखने का अभ्यास)

पाठ योजना—अर्थ, महत्व, उद्देश्य और सोपान

प्रायोगिक कार्य

अंग्रेजीतथा क्षेत्रीय भाषा के अनुच्छेद का हिंदी में अनुवाद।

अपनीपसंद की किसीनिम्नमें से किसी एक साहित्यिक विधापरतीन मौलिक रचनाएँ (कविता, लघुकथा, निबंध,नाटक, सम्वाद)।

पुस्तकसूची :

- जीत, योगेन्द्रभाई (1972) हिन्दीशिक्षणआगरा: विनोदपुस्तकमंदिर
- खन्ना, ज्योति (2006) हिन्दीशिक्षण,नईदिल्ली : धनपतराय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दीशिक्षणविधि, किताब घर, जालन्धर, पंजाब
- भाटिया के.के औरनारंग, सी. एल (1989) आधुनिकहिन्दीविधियां, प्रकाशपब्लिशर, ब्रदरजबराड़,
- सर्वजीतकौर (2009) कल्याणी प्रकाशन,नईदिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण,लायलबुकडिपो,मेरठ,
- चौधरी, नंद किशोर (2009) हिन्दीशिक्षण, गुरुसरसुधारपब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दीभाषा की शिक्षणविधि, पटना,
- शर्मा, ज्योतिभ नोट,हिन्दीशिक्षण,पुस्तकसदन, टण्डनपब्लिकेशन,लुधियाना:

Course Title : Pedagogy of Social Studies**Course Code : BAD536**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

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

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

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

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

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

Unit II**11 Hours**

Concept, scope, and importance of teaching social science.

Inter-disciplinarily nature of social science.

Objectives of Teaching Social Sciences according to NCF 2005.

Instructional Objectives- Bloom and Loraine Anderson.

Unit III

12 Hours

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

Interactive verbal learning- meaning, phases and implications.

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

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

Decision making – meaning, syntax and implications.

Unit IV

10 Hours

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

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

Preparation of test format in Social sciences.

Transactional Mode

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

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London.
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications.
- Kochhar, S.K. (1999). *The Teaching of History: Benglor sterling Publisher Pvt. Ltd.*
- Kochhar, S. K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company.

Course Title: Pedagogy of Political Studies**Course Code: BAD537**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

Unit II**11 Hours**

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

Unit III**11 Hours**

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

Unit IV**12 Hours**

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

Use of lesson plan in teaching of Political Science

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

Transactional Mode

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

Suggested Readings

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

Course Title: Pedagogy of History**Course Code: BAD538**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes:

After completion of this course, the learner will be able to:

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

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

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

Unit II**8 Hours**

Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion Method, Field Trips and Excursions, Cooperative learning Method.
 Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description, Jurisprudential enquiry model, Instructional Design

Unit III**12 Hours**

Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF2005
 Inculcation of values such as social values, cultural values and national values through History Curriculum

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

Unit IV

15 Hours

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

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

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

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

Transactional Modes

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

Suggested Readings

- Aggarwal, J.C. (1997). *Teaching of History: A Practical Approach*. Eastern Book House, Guwahati.
- Ballard, M. (1979). *New Movement in Study Teaching of History*. templesmith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*. Surjit Publications, Delhi,
- Burston, W.H. (1962). *Handbook for History Teachers*; and Green. C.W. London, Methuen & Co., Choudhury, K.P. (1995). *Effective Teaching of History in India: A Handbook for History Teachers*, NCERT, New Delhi
- Dash, B.N. (2006). *Teaching of History*. Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghate, V. D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). *The Teaching of History*. Oxford University Press.
- Johnson, H. (1962). *Teaching of History*. New York: Macmillan.
- Kochhar, S.K. (1985). *Teaching of History*, Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*, Delhi
- Pathak, S.P. (2007). *Teaching of History*, Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). *Teaching of History*, R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*, A. P. H. New

Delhi.

- Singh, D. R., (1959). *The Teaching of History and Civics*, Jullandar University press.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, NewDelhi.

Course Title: Pedagogy of Sociology

Course Code: BAD539

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After Completion of this course, the Learner will be able to:

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

Course Content

Unit I

11 Hours

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

Social Institutions – Marriage, Family, Kinship

Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige

Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C. Dube, Swami Vivekananda, Mahatma Gandhi

Unit II

11

Hours

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

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

Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

Unit III

11 Hours

Methods of teaching

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

Modern techniques and Devices:

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

Sociology text-book - importance and qualities, Supplementary material:

Magazines. Journals Newspapers, reference books

Unit IV

12 Hours

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

Use of lesson plan in teaching of sociology

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

Transactional Mode

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

Suggested Readings

- *Bottomors, T.B. (1975). Introduction to Sociology Bombay: Blackie and Dans. Dharma, R.N. (2001).*
- *Samajshastra Ka Sidhant New Delhi: Atlantic Publishers. Giddens, Anthony (2001). Sociology: A Textbook for the Nineties. London: Polity.*
- *Jha, Jainendra Kumar (Ed.) (2001). Encyclopaedia of Teaching of Sociology Institute for Sustainable Development.*
- *Rao, Shankar, C.N. (2005). Sociology- Primary Principles New Delhi: S.C. Chand and Company Ltd.*
- *Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd*

Course Title: Pedagogy of Economics**Course Code: BAD540**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Historical development of Economics as a school Course, Nature, scope and importance of Economics

Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

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

Unit II**11 Hours**

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

Unit III**11 Hours**

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

Unit IV**12 Hours**

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

disadvantages

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

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

Transactional Modes

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

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: VinodPustakMandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. and Chopra, K (2002). *Teaching of Economics Ludhiana: Kalyani Publishers.* Kanwar, B.S. (1973). *Teaching of Economics Ludhiana: PrakashBrothers.*
- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational Books Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi UniversityPress.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics.*Merrut: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics.* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics.* New Delhi: Asish Publishing House.
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage Publications, 1986. Kochhar, S.K. (1986).*Methods and Techniques of Teaching.* New Delhi: Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics,* Jalandhar:SG Publication

Course Title: Pedagogy of Mathematics**Course Code: BAD541**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata Ramanujan
Nature of mathematics, relationship with other courses, values of teaching mathematics & places of mathematics in school

Aims & objectives of teaching mathematics at secondary school stage
Arithmetic: -Number system (Knowing the Numbers, Natural, Whole Numbers, Integers, Rationals, Irrationals & Realnumbers)
Exponents (Surds, squares, cube, square root & cube root) Profit & Loss, Simple & Compound Interest and Discount Ratio and Proportion
Algebra: Introduction to Algebraic Identities and Polynomials Linear, Simultaneous and Quadratic equations with their solution

Unit II**11 Hours**

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

Unit III**12 Hours**

Fixing devices: Oral, written, drill, home work, questioning, supervised study & Self study

Diagnosing basic causes for difficulties in mathematics learning
 Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies

Unit IV**11 Hours**

Construction of objectives based test items, preparation of blueprint

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

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

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

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

Transactional Modes

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

Suggested Readings

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

SEMESTER-VI**Course Title: School Management and Administration****Course Code: BAD624**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

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

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

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

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

Unit II**10 Hours**

Leadership: Concept,

Need & Development of Leadership Qualities among teachers and students.

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

Unit III**12 Hours**

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

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

Unit IV**10 Hours**

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

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

Transactional Modes

Video based Teaching, Open talk, PanelDiscussions, 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: Loyalkbook.*
- *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-Azamprinting Press.*

Course Title: Research Proposal**Course Code: BAD625**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 0 | 0 | 4 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:-

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

Course content

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

Course Title: Pre-Internship**Course Code: BAD602**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 0 | 4 |

Learning Outcomes

After completion of this course, the learner 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

- resourcecenters
5. Input from teacher educators
 6. Context analysis and reflection.

Evaluation Criterion

Weekly Assessment: 25 marks

Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title: English Literature-VI

Course Code: BAD603

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit-I

Tagore: Gitanjali

13 Hours

Unit II

Charlotte Bronte: Jane Eyre

10 Hours

Unit III

Albert Camus: The Outsider

12 Hours

Unit IV

Victorian Period

- a) Chief Characteristics of the Period
- b) Major Novelists and Poets of Period

10 Hours

Modern Period: Important Texts of Modern Period

- a) David Copperfield
- b) Murder in the Cathedral
- c) Lord Jim

Transactional Modes

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

Suggested Readings

- *Princeton Encyclopedia of Poetry and Poetics.*

- Baldick, C. (2004) *Oxford Concise Dictionary of Literary Terms*. Oxford University Press, Indian Edition.
- Drabble, M., & Harvey, S. P. (Eds.). (1985). *The Oxford companion to English literature* (Vol. 68). Oxford: Oxford University Press.
- Lewis, C. S., Buxton, J., Davis, N., Dobrée, B., & Wilson, F. P. (1954). *English literature in the sixteenth century, excluding drama* (Vol. 3, pp. 508-9). Oxford: Clarendon Press.
- Lang, A. (2020). *History of English literature*. BoD–Books on Demand.
- Sanders, A. (1994). *The short Oxford history of English literature*. Published in the United States by Oxford University Press Inc., New York.
- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
- Scott, A. F. (1965). *Current literary terms* (pp. 196-197). Macmillan.
- Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
- Brontë, C. (2008). *Jane Eyre*. Oxford University Press.
- Imlay, E. (1993). *Charlotte Brontë and the mysteries of love: myth and allegory in Jane Eyre*. Parapress Limited.
- Tagore, R. (2005). *Gitanjali: Kītāñcali*. Sura Books.
- Sen, A. (1997). *Tagore and his India*. *Nobel Laureates in Search of Identity and Integrity: Voices of Different Cultures* (Hackensack, NJ: World Scientific, 2004), 177- 213.

Course Title: Punjabi Literature-VI**Course Code: BAD604**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. ਸਵੈ ਜੀਵਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
2. ਨਾਵਲ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਲੋਚਨਾ ਦੀ ਪ੍ਰੀਭਾਸ਼ਾ ਤੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਖੋਜ ਦੇ ਖੇਤਰ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।
4. ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਵਿਵਾਹਿਰਿਕ ਆਲੋਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਚੇਰੀ ਸਿੱਖਿਆ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content

| | | |
|-------|---|---------|
| ਭਾਗ-ੳ | ਗਲੀਏ ਚਿੱਕੜ ਦੂਰ ਘਰ (ਸਵੈ-ਜੀਵਨੀ) ਵਣਜਾਰਾ ਬੇਦੀ | 11 ਘੰਟੇ |
| ਭਾਗ-ਅ | ਵਿਹਾਰਕ ਅਲੋਚਨਾ: ਕਵਿਤਾ/ਵਾਰਤਕ। | 11 ਘੰਟੇ |
| ਭਾਗ-ੲ | ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (2000-ਵਰਤਮਾਨ ਤੱਕ) | 11 ਘੰਟੇ |
| ਭਾਗ-ਸ | ਆਲੋਚਨਾ, ਪਰਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਤੇ ਪ੍ਰਕਾਰਜ ਸਿਧਾਂਤ ਮੈਂਟਾ ਆਲੋਚਨਾ ਦੀ ਪਰਭਾਸ਼ਾ ਦੇ ਸਿਧਾਂਤ। | 12 ਘੰਟੇ |

Transactional Modes

ਖੁਲਾ ਵਾਦ ਵਿਵਾਦ, ਸਮੀਖਿਆ, ਸੰਵਾਦ, ਸਮੂਹ ਚਰਚਾ, ਪ੍ਰਦਰਸ਼ਨ, ਪੀ.ਪੀ.ਟੀ, ਕਾਰਜ ਸੌਪਣੀ।

Suggested Readings

- ਹਰਿਭਜਨ ਸਿੰਘ ਭਾਟੀਆ, ਪੰਜਾਬੀ ਅਲੋਚਨਾ ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ (2015) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ,
- vxjwrw bydl, glley c`kV dUr Gr (svY-jlvnl) (2014), ਕਸਤੂਰੀਲਾਲ ਐਡ. ਸੰਨਜ ਅੰਮ੍ਰਿਤਸਰ
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ (2010), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ
- ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਇਤਿਹਾਸ, ਡਾ. ਗੁਰਪਾਲ ਸਿੰਘ ਸੰਧੂ (2005), ਪੰਜਾਬੀ ਅਕਾਦਮੀ ਦਿੱਲੀ
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ 1701-1900 (ਭਾਗ ਦੂਜਾ) ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ (2014)
- ਹਰਜੋਧ ਸਿੰਘ, ਖੋਜ ਪਤ੍ਰਿਕਾ ਪੰਜਾਬੀ ਅਲੋਚਨਾ ਵਿਸ਼ੇਸ਼ ਅੰਕ (2016), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

Course Title: Hindi Literature-VI**Course Code: BAD605**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे :-

1. भाषा विज्ञान का बोध प्राप्त कर सकेंगे
2. भाषा के सैद्धांतिक पक्षों का सटीक प्रयोग
3. देवनागरी लिपि में मानक हिंदी का कौशलआत्मक विकास हो सकेगा
4. विद्यार्थी भाषा के लेखन से संबंधित कौशलों का प्रयोग कर सकेंगे

Course Content**भाग-क****12 घंटे**

भाषा एवं भाषा के विभिन्न रूप : परिभाषा, अर्थ, भेद, महत्त्व, विशेषताएं, उत्पत्ति एवं विकास, परिवार।

बोली, भाषा, विभाषा, उपभाषा, मानक भाषा, भाषा के अन्य रूप।

भाग-ख**11 घंटे**

भाषा अनुवाद : परिभाषा एवं भेद, सिद्धान्त, स्तर, अनुदित कृतियाँ
पत्रकारिता; हिन्दी कम्प्यूटिंग, आंकड़ा संसाधन

भाग-ग**10 घंटे**

शब्द की परिभाषा, स्वरूप, शब्द के प्रकार,
अर्थ की परिभाषा, स्वरूप, अर्थ परिवर्तन के कारण, अर्थ परिवर्तन की दिशाएं।

भाग-घ**12 घंटे**

मुहावरे एवं लोकोक्तियाँ, शुद्ध-अशुद्ध, वर्तनी शोधन, पर्यायवाची शब्द, समुच्चय भिन्नार्थक शब्द,
विपरीतार्थक शब्द, अनेकार्थक शब्द, प्रत्यय आदि की परिभाषा, भेद एवं उदाहरण।

संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण (परिभाषा, भेद एवं उदाहरण)

अपठित गद्यांश

Transactional Mode

व्याख्यान, समूह चर्चा, खुली बातचीत, प्रश्नोत्तर, संवाद, स्व-अध्ययन, समस्या समाधान, मिश्रित प्रणाली शिक्षा, सहकारी शिक्षण, प्रदत्त कार्य,

Suggested Readings

- मिश्र. प्रोफेसर नरेश, भाषा और हिंदी भाषा का इतिहास. हरियाणा साहित्य अकादमी, पंचकूला

- तिवारी. उदय नारायण, हिंदी भाषा उद्भव और विकास
- तिवारी, डॉक्टर भोलानाथ (1951) भाषा विज्ञान, किताब महल, इलाहाबाद, प्रथम संस्करण
- तिवारी, भोलानाथ : भाषा विज्ञान, किताब महल, इलाहाबाद
- सक्सेना, बाबूराम : सामान्य भाषा विज्ञान।
- शर्मा, देवेन्द्रनाथ : भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली।
- चतुर्वेदी, राजेश्वर प्रसार ; 2008 हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
- जैन निर्मला, 2006; नई समीक्षा के प्रतिमान, नैशनल हाउस, दिल्ली।
- राजा राम कल्पना 2009, निबन्ध शोध, स्पैक्टम बुक्स प्रा. लि. दिल्ली।
- चन्द्रगुप्त गणपति 2008, साहित्यिक निबन्ध, लोक भारती प्रकाशन, इलाहाबाद।
- नायक, सुरेश (2009) हिन्दी भाषा शिक्षण, ट्वंटी फ़स्ट सेंचुरी पब्लिकेशन, पटियाला

Course Title: Political Science-VI (International Relations)

Course Code: BAD626

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. elucidate the evolution, scope and significance of international politics
2. recognize the main international which shaped the international Political system
3. analyze the foreign policy their determinants features& its relevance
4. examine causes and consequences of two world wars and cold war

Course Content

Unit-I

13 Hours

Meaning, Nature and Scope of International Politics.
Approaches in International Politics: Realist and Idealist and Difference between both.

Unit II

10 Hours

National Power, its Elements, kinds and methods.
System of Balance of Power.
Collective Security.

Unit III

12 Hours

Cold War in International Politics.
Uni-Polar, Bi -Polar and Multi-Polar System.

Unit IV

10 Hours

Nature of Emerging World Order.
United Nations organs: Aims, Objectives and Principals.
Globalization: Meaning, Features and Its importance.

Transactional Modes

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

Suggested Readings

- Waltz, Kenneth Neal. *Man, the state, and war: A theoretical analysis.* Columbia University Press, 2001.
- Mearsheimer, John J. *The tragedy of great power politics.* WW Norton & Company, 2001.
- Rosecrance, Richard. "The Clash of Civilizations and the Remaking of World Order. By Samuel P. Huntington. New York: Simon and Schuster, 1996. 368p. \$25.00." *American Political Science Review* 92.4 (1998): 978-980.

- Waltz, Kenneth N. *Theory of international politics*. Waveland Press, 2010.
- Kissinger, Henry. *Diplomacy*. Simon and Schuster, 1994.
- Slaughter, Anne-Marie. *A new world order*. Princeton University Press, 2009.
- NCERT text book, <http://ncert.nic.in/textbook/pdf/leps101.pdf>
- Andre Gunder Frank, *Dependence is Dead, Long Live Dependence and the Class Struggle: An Answer to Critics*, *World Development*, 5/4, 1977.
- Barry Buzan and Ole Weaver, *Regions and Powers: The Structure of International Security*, Cambridge, Cambridge University Press, 2003.
- Dhirenda Dwivedi, *Collective Security under United Nations*, New Delhi: Kanishka, 2005
- Francis Fukuyama, *The End of History and the Last Man*, New York: Avon, 1992. G.K. Cahdha (ed.), *WTO and the Indian Economy*, New Delhi: Deep & deep, 2001.
- Hedley Bull, *The Anarchial Society: A Study of Order in World Politics*, 2nd edn., London: Macmillan, 1995
- James Lee Ray & Juliet Kaarbo, *Global Politics*, Boston: Houghton Mifflin Company 2005.
- John Baylis and Steve Smith (eds.), *The Globalization of World Politics: An Introduction to International Relation*, Oxford University Press, 2001
- Ghai U. R. *Indian Political System*, New Delhi, 2009.
- Burton, John, *Conflict: Resolution and Provention* (London: Macmillan, 1990).
- Website/Links/Online Portal/ICT
- International Relations: Nature and Scope, <http://www.indiancommunities.org/2017/10/17/international-relations-nature-and-scope/>
- The Birth of the Cold War, <https://escholarship.org/content/qt5n76j21d/qt5n76j21d.pdf?t=ni4aff>
- Key theories of international relations, <https://online.norwich.edu/academic-programs/resources/key-theories-of-international-relations>
- The Balance of Power in World Politics, https://www.researchgate.net/publication/306091384_The_Balance_of_Power_in_World_Politics
- Nuclear disarmament, arms control and non-proliferation, <https://www.sipri.org/yearbook/2019/07>

Course Title: History-VI (History of World)**Course Code: BAD627**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. provide information of Renaissance of Europe
2. provide information regarding background of Political revolutions
3. develop understanding the causes & effects of Social reforms
4. understand the rise of Napoleon and how Metternich dominated the European politics

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

Rise of Modern Age: Renaissance: its social roots, its spread in Europe; Reformation: its origins and significant and spread of Enlightenment outside Europe
Napoleon; His reforms, causes of his downfall.

Unit-II**11 Hours**

Congress of Vienna
Rise of Nationalism in the 19th century
Crimean War: Causes and effects.

Unit-III**12 Hours**

Industrial Revolution -Industrial Revolution and its effects.
The Russian Revolution of 1917-causes and significance.
Causes of the First World War and Second World War.

Unit-IV**10 Hours**

Chinese Revolution of 1949: its causes and effects.
French Revolution of 1789: its causes and effects.

Maps:

- a) Vienna Congress.
- b) Unification of Italy
- c) Europe in 1945.

Transactional Mode

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

Suggested Readings

- Hazen, C.D. : *Modern Europe up to 1945 (English)*, PP. 39-261, 301-390, 448-591, 639-708.
- 2.Ketelbey, C.D.M., *A History of Modern Times (English)*, PP. 227-342, 385-408.
- Carr, E.H., *International Relations between the Two World Wars, 1919-1939*.
- Ergang, Robert, *Europe in our Times*, PP. 3-24, 87-194, 227-288, 313-

349, 465-498.

- *Fay, S.B. The Origins of the World War.*
- *Aggarwal, D R (2005). Quantitative Methods, Vrinda Publications, New Delhi.*
- *Pillai, R. S. & Bagavathi, N (2010). Statistics Theory and Practice, Seventh Revised Edition, S. Chand & Company Ltd., New Delhi*

IOAIC

Course Title: Sociology-VI (Sociological Theories)**Course Code: BAD628**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop understanding of the process of socialization
2. demonstrate to understand different factors that influence to personality of a person
3. examine the Rural, Urban & Tribal social organization
4. analysis, administration/management, communication, quantitative analysis and problem solving

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

Basic Concepts: Theory, fact and Concept.
August Comte: Law of three stages, concept of positivism and hierarchy of sciences.

Unit II**10 Hours**

Karl Max: Theory of conflict, Class Consciousness, Alienation, Surplus value and class struggle.

Unit III**12 Hours**

Herbert Spencer: Evolution theory and classification of societies.

Unit IV**10 Hours**

Max Weber: Social action, social understanding, religion, capitalism.

Transactional Modes

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

Suggested Readings

- Andreski, S.(ed.) (1971). *Herbert Spencer: Structure, FunctionandEvolution*. London: Michael Joseph.
- Barnes, H.E.(Ed.) (1948). *An Introduction to the History ofSociology*.Chicago: University of Chicago Press.
- Cohen, P.(1968). *Modern Social Theory*. New York: Basic Books.
- Coser, L.A.(1971). *Masters of Sociological Thought*. New YorkHarcourt Brace, Johanvich.
- Jammu, P.S.and G.S.(eds.) (1990). *SamajVigyanikSidhant*.Patiala: PunjabiBhatnagar University.
- Judge, ParamjeetSingh (1998). *SamajVigyanakDrishtikon ateSidhant*.Patiala: Punjabi University.
- Timasheff, N.S. (1976). *Sociological Theory (4th Ed.)* New York: Random House.

- Turner, J.(1978). *The Structure of Sociological Theory*. Home-woods, Illinois: The DorseyPress.
- Judge, P. Max Weber: Punjab Academy, Delhi

Course Title: Economics-VI (Statistics in Economics)**Course Code: BAD629**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. evaluate the relationship between different variables by using correlation and regression method
2. calculate the average value by using mean, median, mode
3. measure the Mean Deviation, Quartile Deviation, and Standard Deviation
4. develop the computational skill of Estimating the time series and trend analysis

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

Introduction to Statistics: Concept, Definition, Objective and scope.
 Variables and attributes of Statistics and concept of population and sample.
 Scales of measurement - nominal, ordinal, interval and ratio.

Unit-II**11 Hours**

Central Tendency: Measures of Central Tendency: mathematical and positional.
 Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, moments, measures of Skewness and kurtosis.
 Representation of Data: Frequency Distribution and Graphical Presentation.

Unit-III**12 Hours**

Correlation Analysis: Karl Pearson's (excluding grouped data) and Spearman's rank formula
 Regression Analysis: Definition, scatter diagram, Linear Regression and Multiple Regression methods

Unit-IV**10 Hours**

Interpolation: Binomial Expansion method, Newton's Advancing Difference Method and Lagrange's Method, Extrapolation.
 Trivariate Data: Partial and Multiple Correlation Coefficients. Fitting of Simple linear and quadratic regression lines using principle of least squares.

Transactional Mode

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

Suggested Readings

- Sanchati, D.C. and Kapoor, V.K. (1993). *Business Mathematics*, New Delhi, Sultan Chand & Sons.

- *Gupta, S.C. (2011). Fundamentals of Statistics, Bombay, Himalaya Publishing House.*

Course Title: Mathematics-VI (Probability and Statistics, Number Theory & Linear Programming Problem)

Course Code: BAD630

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. understand the concepts of sample space, probability space, random variables and calculation of probability
1. explore the concept of Moment generating function and characteristic functions with examples also learn various concepts behind discrete and continuous distributions and calculation of their joint behaviour of two random variables
2. grasp some of the open problems related to prime numbers, Solve some number theoretic functions and modular arithmetic
3. define how to formulate an LPP with linear constraints and identify a problem in your locality, formulate it as an LPP and solve. Prove basic set equalities
4. explain, how to maximize the profit, minimize the cost, minimize the time in transportation problem. For example, travelling salesman problem, Assignment problems

Course Content

Unit I

10 Hours

Sample space and events, algebra of events, axiomatic approaches, conditional probability, basic laws of total probability and compound probability, Bayes' theorem.

Probability Functions and Moment Generating Function: Sample space, Probability set function, Real random variables - Discrete and continuous, Cumulative distribution function, Probability mass/density functions, Transformations, Mathematical expectation, Moments, Moment generating function, Characteristic function.

Unit II

12 Hours

Distribution of Primes and Theory of Congruencies: Linear Diophantine equation, Prime counting function, Prime number theorem, Fermat and Mersenne primes, Congruence relation and its properties, Linear congruence and Chinese remainder theorem, Fermat's little theorem, Wilson's theorem.

Number Theoretic Functions: Number theoretic functions for sum and number of divisors, Multiplicative function, The Mobius inversion formula, The greatest integer function. Euler's phi-function and properties, Euler's theorem.

Unit III

11 Hours

Linear Programming Problem(LPP): Mathematical Formulation - Graphical Method of Solution – Simplex Method – Big „M“ Method – Two Phase Simplex Method – Duality – Dual Simplex Method
 Transportation Problems: Mathematical Formulation – Balanced and unbalanced TP – North-West Corner Rule – Least Cost Method – Vogel’s Approximation Method – Test for Optimality – Maximization problems in TP

Unit IV

12 Hours

Inventory Control: Basics – Types of Inventory Models: Deterministic Models: Model I Purchase Model without Shortages – Model II Production Model without Shortages – Model III Purchase Model with Shortages – Model IV Production Model with Shortages.
 Assignment Problems(AP): Mathematical Formulation – Method of Solution – Maximization in AP

Transactional Mode

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

Suggested Readings

- Hogg, Robert V., McKean, Joseph W., & Craig, Allen T. (2013). *Introduction to Mathematical Statistics (7th ed.)*. Pearson Education, Inc.
- Miller, Irwin & Miller, Marylees. (2014). *John E. Freund’s Mathematical Statistics with Applications (8th ed.)*. Pearson. Dorling Kindersley (India).
- Ross, Sheldon M. (2014). *Introduction to Probability Models (11th ed.)*. Elsevier Inc. AP.
- Burton, David M. (2007). *Elementary Number Theory (7th ed.)*. Tata McGraw-Hill Edition, Indian Reprint.
- Jones, G. A., & Jones, J. Mary. (2005). *Elementary Number Theory. Undergraduate Mathematics Series (SUMS). First Indian Print.*
- 1. Neville Robinns. (2007). *Beginning Number Theory (2nd ed.)*. Narosa Publishing House Pvt. Limited, Delhi.
- 9. Sharma, J. K. (2016). *Operations research: theory and applications*. Trinity Press, an imprint of Laxmi Publications Pvt. Limited
- 10. J. K. Sharma, (2012). *Operations Research – Problems and Solutions*, MacMillian Pub.
- 11. G. Hadly (1975). *Linear Programming*, Narosa Publishing House
- 12. A. H. Taha, (25005). *Operations Research – An Introduction*. Prentice Hall.
- 13. Hillier and Lieberman, (2017). *Introduction to Operations Research*, McGraw Hill.

Web Sources

- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Title: Pedagogy of English**Course Code: BAD631**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 2 | 1 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. acquaint with reading and writing skills
2. interpret the text with attention to ambiguity, and complexity
3. explain different creative forms of English literature like poetry, prose and Drama
4. practice a deliberate writing process with emphasis on various aspects of writing

Course Content**UNIT I****10 Hours**

Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including the use of sauruses, dictionary, encyclopaedia, etc.

Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher orderskills.

UNIT II**12 Hours**

Different Creative forms of English Language: Understanding different forms of literature

Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in schoolcurriculum.

Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indianlanguages.

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 schoollevels.

UNIT III**10 Hours**

Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT- audio-visual aids including CALL programmes; Radio, T.V., Films.

Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

UNIT IV**13 Hours**

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. 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.

Feedback to students, parent's and teachers.

Professional development of English teachers

Transactional Modes

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

Suggested Readings

- *Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students Mumbai: Macmillan India Ltd.*
- *Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.*
- *Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language New Delhi: Kalyani Publishers.*
- *Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language Ludhiana: Kalyani Publishers.*
- *Bindra, R. (2005). Teaching of English Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. Teaching of English in India Agra: Vinod Pustak Mandir.*
- *Bright, J.A. and Mc Gregor, G.P. (1981). Teaching English as a Second Language London: Longmans, ELBS.*
- *Carroll, B.J. (1972). Systems and Structures of English. London: Oxford University Press.*
- *Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.*
- *Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.*
- *Forrester, Jean F. (1970). Teaching Without lecturing London: Oxford University Press. French, F.G. (1963). Teaching English as an*

International Language London: OUP

- Gokak, V.K. (1963). *English in India. Its Present and Future* Bombay: Asia Publishing House. Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns* London: OUP. Kohli, A.L. (1999). *Techniques of Teaching English* New Delhi: Dhanpat Rai and Company. Sachdeva, M.S. (2007). *Teaching of English Patiala: Twenty First Century Publications.*
- Sahu, B.K. (2004). *Teaching of English Ludhiana: Kalyani Publishers.*
- Sharma, P. (2011). *Teaching of English: Skill and Methods. Delhi: Shipra Publication.*

10A1C

Course Title: Pedagogy of Punjabi**Course Code: BAD632**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

- 1 ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂੰ ਹੋਣਗੇ।
- 2 ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- 3 ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
- 4 ਵਿਆਕਰਨ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

ਭਾਗ -ੳ**10 ਘੰਟੇ**

ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ ਵਿਧੀਆਂ
ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ, ਅਰਥ, ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ, ਉਦੇਸ਼, ਕਿਸਮਾਂ ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ

ਭਾਗ - ਅ**11 ਘੰਟੇ**

ਪਾਠ- ਯੋਜਨਾ, ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ।
ਪਾਠ- ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ, ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਭਾਗ -ੲ**12 ਘੰਟੇ**

ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ,
ਪ੍ਰਸ਼ਨ ਪੱਤਰਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੁੱਟੀਆਂ, ਦੇਸ਼ਾਂ ਦੇ ਕਾਰਨ,
ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

ਭਾਗ - ਸ**12 ਘੰਟੇ**

- ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ।
- ਰਚਨਾ ਪੈਰਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

ਸਲਾਨਾ ਪਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ
ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ, (1968) ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਸਿੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ, ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ ।
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਸਿੰਘ, ਤੀਰਥ (1999) ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ।
- ਸੰਘਾ .ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- 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, ਕਲਾ ਮੰਦਿਰ ਪਟਿਆਲਾ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ , ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ , ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, 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।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, (2018) ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਵਹਾਰ ਪੰਜ ਆਬ ਪ੍ਰਕਾਸ਼ਨ
- ਦੁਨੀਚੰਦ (2010) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਬਿਊਰੋ ਚੰਡੀਗੜ੍ਹ

IOAFC

Course Title: Pedagogy of Hindi**Course Code: BAD633**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

- 1^० विद्यार्थी सूक्ष्म शिक्षण और उसके विभिन्न कौशलों का प्रयोग कर सकेंगे
- 2^० विद्यार्थी अनुवादन लेखन की आवश्यकता और महत्व को जान सकेंगे
- 3^० विद्यार्थी हिंदी भाषा की विभिन्न विधाओं का विश्लेषणात्मक अध्ययन कर सकेंगे
- 4^० विद्यार्थी पाठ्यक्रम निर्माण के सिद्धांतों को जान सकेंगे

Course Content

| | | |
|------------------------|---|----------------|
| इकाई (क) | हिन्दी शिक्षण के लक्ष्य पाठ-योजना निर्माण के उपागम (हरबर्ट, ब्लूम, मॉरिसन, आर.सी.ई.एम.) सूक्ष्म शिक्षण कौशल – अर्थ एवं प्रक्रिया, कौशल (प्रस्तावना, अनुशीलन, प्रश्न, दृष्टांत, व्याख्या, उद्दीपन परिवर्तन, पुनर्बलन कौशल) | 12 घंटे |
| इकाई (ख) | कविता शिक्षण– (माध्यमिक तथा उच्च माध्यमिक स्तर पर) महत्व, उद्देश्य, सोपान तथा विधियाँ । गद्य शिक्षण – महत्व, उद्देश्य, सोपान, विधियाँ। व्याकरण शिक्षण – महत्व, उद्देश्य, सोपान, विधियाँ। | 11 घंटे |
| इकाई(ग) | पाठ्यक्रम निर्माण के सिद्धांत पाठ्य-पुस्तक का महत्व एवं विशेषताएँ। हिंदी में मूल्यांकन– अर्थ, महत्व, प्रकार। | 11 घंटे |
| इकाई (घ) | प्रश्न-पत्र निर्माण के सिद्धांत। क्रियात्मक अनुसंधान, अनुवाद लेखन– अर्थ, महत्व तथा आवश्यकता, निदानात्मक शिक्षण, अशुद्धि शोधन व मार्जन, उपचारात्मक शिक्षण | 11 घंटे |
| प्रायोगिक कार्य | क. विभिन्न आधारों पर प्रश्न-पत्र का निर्माण – (समस्या समाधान, सृजनात्मक चिंतन, समालोचन चिंतन, कल्पनाशीलता वाले प्रश्न, बहुचिकल्पीय, लघु-उत्तरीय प्रश्न-पत्र) ख. किसी एक बाल-पत्रिका/बाल-पुस्तक की समीक्षा। | |

पुस्तक सूची:-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमंदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण, नई दिल्ली : धनपतराय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि, किताब घर, जालन्धर, पंजाब
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियाँ, प्रकाश पब्लिशर, ब्रदरज बराड,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन, नई दिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण, लायल बुकडिपो, मेरठ,

- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशन सुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना,
- शर्मा, ज्योति भनोट, हिन्दी शिक्षण, पुस्तक सदन, टण्डन पब्लिकेशन, लुधियाना।

IOAIC

Course Title: Pedagogy of Social Studies

Course Code: BAD634

Course Outcomes

After completion of this course, the learner will be able to:

1. write behavioral objectives in context of social studies lesson plan
2. critically evaluate unit plans and lesson plans on various topics

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

3. use appropriate skills, techniques and strategies of teaching of social studies
4. elucidate the role of teacher in teaching social studies

Course Content

Unit I

13 Hours

Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
 Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
 Planning for teaching Social Studies – Annual plan, Unit plan, and Lesson plan.

Unit II

10 Hours

Resource Centre, Meaning, Importance, Equipments, Advantage & Disadvantage
 Importance and classification of teaching learning material (Projective & Non-Projective aids)
 Maps, Charts, Globe, Graphs, Models (Working & Still), Real and specimens, Multimedia in Social studies teaching

Unit III

10 Hours

Concept and importance of Evaluation, Principles, Process of Evaluation, Techniques of evaluation: -1. Quantitative 2. Qualitative
 Construction of an Achievement test and BluePrint
 Role of teacher in teaching social studies, professional competencies and professional development programs, teacher as researcher and facilitator

Unit IV

12 Hours

E-learning in Social Studies
 Computer Assisted Instruction, Computer managed learning, multimedia in learning Social Studies
 Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in teaching Social Studies, Models and ICT, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in Social Studies, Podcasting

Transactional Mode

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars

Suggested Readings

- *Bining, Arthur, C., and Bining, David, H., (1952). Teaching Social Studies in Secondary Schools. McGraw, Hill Book Company, Inc., New York*
- *Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.*
- *James, Hemming (1953). The Teaching of Social Studies in Secondary Schools. Longman Green and Company, London*
- *Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications*
- *Kochhar, S.K. (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.*
- *Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.,*
- *Sansanwal, D.N. and Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.*
- *Mofatt, M.R. (1955). Social Studies Instruction New York: Prentice Hall.*
- *National Curriculum Frame Work (2005). NCERT, New Delhi*
- *Position Paper by National Focus Group on Teaching of Social Sciences*
- *Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School New York: Rhinehart and Company.*
- *Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School New York: Rinehart and Company*
- *Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers*
- *Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.*
- *Taneja, V.K. (1992). Teaching of Social Studies Ludhiana: Vinod Pub.*
- *Wesley, Edgar Bruce (1951). Teaching of Social Studies Boston: D.C. Herth and Co.*

Course Title: Pedagogy of Political Science

Course Code: BAD635

Learning Outcomes

After completion of this course, the learner will be able to:

1. design curriculum of teaching of political science
2. integrate modern concept and tools of evaluation in teaching of political science

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

3. utilize various supplementary material in teaching of political science
4. classify and make use of different teaching aids

Course Content

Unit I

10 Hours

Curriculum Organization: - Principles of Curriculum construction, approaches of organizing curriculum in Political Science: Concentric, topical, unit and chronological approach
Lesson plan: need, importance and steps of writing in teaching of Political Science.

Unit II

13 Hours

Political Science Text Books: Need, importance and Qualities
Need and equipment of Political Science Room
Supplementary material: Magazines, Journals News papers, reference books, Internet and Social Media with reference to Political development

Unit III

12 Hours

Methods of Teaching of Political Science- Lecture, Problem solving and Project method
Concept of formative and summative evaluation in teaching of Political science
Qualities of a Commerce teacher, Need of professional development of Political science teacher
Programmes for quality improvement in teaching of Political science- role of seminars, workshops & projects.

Unit IV

10 Hours

E-learning in political science
Computer Assisted Instruction, Computer managed learning, multimedia in learning political science
Models-Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in political science, Podcasting
Political science teacher's professional development

Transactional Modes

Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005 Faria,
- B.L., *Indian 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). *Wkfiē nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

10A1C

Course Title: Pedagogy of History

Course Code: BAD636

Learning Outcomes

After completion of this course, the learner will be able to:

1. write behavioral objectives in context of History Lesson Planning.
1. construct the blue print & analyze the tools of evaluation.
2. develop the skills of preparing lesson plan & its presentation
3. critically evaluate unit plans and lesson plans on various topics

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

4. identify the role of teacher in teaching history

Course Content

Unit I

14 Hours

Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre, Non-Cooperation, Civil-Disobedience, Quit India Movement
 Blooms revised taxonomy of writing behavioral objectives in context of History Lesson Planning.
 Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach

Unit II

10 Hours

Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
 Concept, importance & types of Evaluation of History Purpose of evaluation in History, Formative and summative evaluation, their salient features, remedial teaching

Unit III

11 Hours

Construction of an Achievement test and Blueprint.
 Qualities of a History teacher, Need of professional development of History teacher
 Programmes for quality improvement in teaching of History - role of seminars, workshops & projects

Unit IV

10 Hours

E-learning in teaching history
 Computer Assisted Instruction, Computer managed learning, multimedia in learning History
 Maps, Charts, Globe, Graphs, Models, Time-Lines, Overhead Projector, Multimedia in History teaching, educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in History, Podcasting
 Professional Development of History teachers

Transactional Modes

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

Suggested Readings

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

Course Title: Pedagogy of Sociology

Course Code: BAD637

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse the Sociological concepts and principles of secondary level Sociology content.
2. critically analyze the characteristics of textbooks used in Sociological

- education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Sociology
 4. develop and enhance the qualities, skills, and competencies of Sociology teachers

Course Content

Unit I

12

Hours

Culture and Sociology- concept of culture, cultural diversities, customs and traditions, role of culture in socialization.
 Brief contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau
 Principle for the construction and thematic organization of sociology curriculum - Approaches of organization of Sociology curriculum
 - Unit (b) Concentric (c) Topical - Critical analysis of Sociology syllabus at the Senior Secondary Stage.

Unit II

10

Hours

Text book- importance, characteristics and critical analysis
 Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of Sociology.
 Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process
 E-learning resources-internet, web based tools, blogs, animation and multimedia etc.
 Audio Visual Resources- meaning and importance in teaching learning process

Unit III

11

Hours

Sociology Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation
 Sociology club- meaning, importance, objectives, organization and activities
 3.3. Sociology Quiz- Importance and organization-steps
 Sociology Resource room- Importance and organization, activities organized in resource room.

Unit IV**10****Hours**

Sociology teacher-qualities, skills and Competencies

Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,

Forms- Discussions on contemporary issues in social sciences by using social networking.

Action research in Sociology-planning, execution and analysis.

Transactional Mode

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars.

Suggested Readings

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans. Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.

Course Title: Pedagogy of Economics**Course Code: BAD638**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. critically analyzed the Bloom's revised taxonomy of writing behavioral objectives in context of economics
2. integrate various techniques and skills in preparing lesson plan & its presentation
3. develop and achievement test in Economics

4. identify the role of teacher in teaching Economics
5. devise teaching strategies as per the needs of students of economics

Course Content

Unit I

13 Hours

Globalization and Indian Economy – Consumer Rights - Food security in India

Learning Resource: Primary and Secondary

Blooms revised taxonomy of writing behavioral objectives in context of Economics Lesson Planning

Unit II

10 Hours

Learning resources in Economics- Text books, reference books, journals, e-resources and community resources.

Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities.

Unit III

10 Hours

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations

Construction of an Achievement test in Economics and bluePrint.

Economics teacher: need and role in teaching economics, professional competencies and professional development programs, teacher as researcher and facilitator.

Unit IV

12 Hours

E-learning in Economics

Computer Assisted Instruction, Computer managed learning, multimedia in learning Economics

Learning resources - Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching, Models and ICT, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in Economics, Podcasting

Professional development of economic teachers

Transactional Modes

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

Suggested Readings:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: VinodPustakMandir.
- 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: PrakashBrothers*.

- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational Books Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication. Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt.Ltd. National Curriculum Frame Work 2005, NCERT, New Delhi
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage Publications, 1986.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching* New Delhi: Sterling Publishers Pvt. Ltd.,
- .Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar: SG Publication

Course Title: Pedagogy of Mathematics

Course Code: BAD639

Learning Outcomes

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 1 | 0 | 3 |

After completion of this course, the learner will be able to:

1. design curriculum of teaching of mathematics
2. develop proper understanding of modern concepts and tools of evaluation
3. prepare lesson plan of teaching of mathematics

4. develop understanding to different branches of mathematics

Course Content

Unit I

10 Hours

Geometry

Basic Geometrical ideas (2-D & 3-D Shapes) Symmetry: Types, shapes and dimensions

Constructions (Using straight edge scale, protractor, compasses)

Quadrilaterals

Menstruations (circle, sphere, cone, cylinder, triangles) Data handling, statistics, mean mode media & SD

Unit II

10 Hours

Evaluation: concept, need, types and criteria

Identifying learner's strength and weaknesses, Activities enriching mathematics learning – assisting learning, supplementary text material, mathematics club, contests and fairs, Rrecreational activities—Games, puzzles, riddles magic Square and beautiful numbers in mathematics

Learning Resources in Mathematics:

Text-book quality (academic and technical)

Mathematics Laboratory/resource centre

Mathematics Library/Club

Unit III

13 Hours

Lesson Planning: Meaning, Importance and steps of lesson planning, formation of Macro lesson plan.

Micro teaching: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Reinforcement, Black Board Writing.

Unit IV

12 Hours

E-learning in commerce

Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce

Models-Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in commerce, Podcasting

Qualities of mathematics teacher: general, personal & specific;

Professional growth, participation in conferences, seminars, workshops, projects

Transactional Modes

Video based Teaching, Open talk, 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: Gonnnet 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>

SEMESTER - VII**Course Title: School Internship Program****Course Code: BAD701****Learning Outcomes**

After completion of this course, the learner will be able to:

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 0 | 16 |

1. develop conceptual understanding about Pedagogy of school subjects 'environment and understand the learner, learning behavior and learning situations
2. validate the theoretical understanding regarding pedagogical courses and school environment
3. design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

School based Internship

1. **Phase I School Internship – for 16 weeks (16 Credits)**
2. **Phase II** Post internship- for 1weekFinal examination in practice teaching (in actual school setting by external and internal examiners). The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as coordinator for the exams.

COURSE DETAILS

Phase - I: School Internship – for 16 weeks (16 Credits)

1. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
2. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
 - Observation of lessons of school teachers in concerned teaching subjects.
 - Observation of School curriculum-subject-wise
3. **Preparation of School Observation file:**
 - Philosophy of the school
 - Vision/ aims/Objectives of the school.
 - Organization and management,
 - Fee and funds, staff salary scales/grades+ allowances, leave rules, Service rules, joining reports, relieving slip etc.
 - School Plant- detailed account of Infrastructural, Instructional and Human resources.
 - SWOC analysis of the school.
4. **Details of files During Internship Program:**
 1. 80 Lesson plans in elementary & secondary level classes in each

subject during internship program.

2. Distribution of 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 lessonplan | 10marks |
| Presentation /contentdelivery | 20marks |
| Teacher Traits & classroom behavior | 10marks |
| Teaching aids/models/ICTused | 10marks |
| Total | 50 marks |

Evaluation Criterion

Monthly Assessment: 25 marks

Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

10AACC

Course Title: Research Project (Community Engagement)

Course Code: BAD702

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 0 | 4 |

Course Outcomes

After completion of this course, the learner will be able to:

1. sensitized to various social problems, issues and ideas

- where they can contribute in a meaningful way
2. create an environment of work culture based on mutual work, co-operation and team work
 3. develop a deep faith in dignity of labor and life of active social involvement
 4. develop aesthetic, creative and innovative abilities
 5. work for the preservation, promotion and spread of cultural values & cultural heritage

Course Content

Cleanliness and beautification of surroundings; Participation in NSS/NCC Activities of Working in social service centers like old age home, hospitals, institutions for blind, orphan houses, any other social service center of NGO's / GO's; Helping the needy- Donating Blood/Organ Donation Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps; Tree plantation or growing of ornamental plants; Identification of needy women and providing help; coaching to needy students; guidance and counseling to older people and needy children

Project report-

1. The students will maintain a project report on activities performed during community service.

Evaluation Criterion

Monthly assessment: 25 (per month)

Performance: 10 marks

Report: 5 marks

Practical Viva: 5 marks

Regularity: 5 marks

SEMESTER-VIII

Course Title: Knowledge and Curriculum

Course Code: BAD810

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

After completion of this course, the learner will be able to:

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

Course Content

Unit I

15 Hours

Knowledge –Concept, nature and sources of Knowledge, Role of Teacher and Student in Construction of Knowledge
 Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief
 Facets of Knowledge: local and universal, Concrete and abstract, Theoretical and practical, Contextual and textual. School and out of school
 Concept of Modernization, Multiculturalism and Democratic Education

Unit II

12 Hours

Education for nationalism, universalism and secularism.
 Autonomy of teachers and learners – concept and barriers.
 Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.
 National values as enshrined in the constitution of India

Unit III

13 Hours

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

Unit IV

20 Hours

Approaches to curriculum development – subject centered, learner centered and community centered.
 Operationalizing Curriculum into learning situations, teachers’ role in generating dynamic curriculum experiences through- flexible interpretation of curricular aims, contextualization of learning and varied learning experiences.
 Relationship between power, Ideology and the curriculum.

Transactional Mode

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

Suggested Readings

- Butchvarov, P. (1970). *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.
- Dearden, R.F. (1984). *Theory and Practice in Education*, Routledge K Kegan & Paul.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the cultural studies*. Routledge Pub.
- Rani, S., & Siddiqui, M. A. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*. *Journal of Education and Practice*, 6(28), 91-96.
- National Council of Educational Research, & Training (India). (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). *National curriculum framework for teacher education, 2009: A review of its perspectives and relevancies*. *International Journal of Applied Research*, 1(9), 776-778.
- Sen Gupta, M. (2021). *Knowledge and curriculum*. PHI Learning Pvt. Ltd.
- Sen Gupta, M. *Knowledge and curriculum*. PHI Learning Pvt. Ltd., 2021.

Course Title: Gender School and Society

Course Code: BAD801

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop the basic understanding of gender issues and studies.
2. develop the problem-solving ability and understanding to various

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

- physical and mental abuses in school and society
3. discuss the strategies and skills to remove gender inequality in school and society.
 4. develop the potential for perspective building located in the Indian socio-cultural context.

Course Content

Unit I

15 Hours

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
Gender issues in contemporary India – Nature, constitutional provisions and policies.

Unit II

10 Hours

Gender bias in Schooling and in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture)
Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.

Unit III

10 Hours

Linkages and differences between reproductive rights and sexual rights, redressal of sexual harassment and abuse.
Perspective of society towards gender inequality – Nature, causes and Remedies.

Unit IV

10 Hours

Awareness towards gender issues – family and society as an agent.
Role of media (print and electronic) in social construction of gender.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17-B, Sri Aurobindo Marg, New Delhi – 110016*
- NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT*.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors. Project*

Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.

- *United Nations Girls' Education Initiative (UNGEI), New York, (2012). Gender Analysis in Education: A Conceptual Overview. Available at <http://www.ungei.org>*
- *Manjrekar, N. (2003). Contemporary Challenges to Women's Education: Towards an Elusive Goal? Economic and Political Weekly, 4577-4582*

10A1C

Course Title: Creating an Inclusive Schools

Course Code: BAD803

Learning Outcomes

After completion of this course, the learner will be able to:

1. understand concept, meaning and significance of inclusive education
2. appreciate the need for promoting inclusive practice and roles and

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

- responsibilities of the teachers, parents, peers and community
3. develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education
 4. identify and utilize existing resources to promote inclusive practice

Course Content

Unit I

15 Hours

Concept, importance and barriers of inclusive education.
 Historical perspectives of inclusive education for children with diverse needs.
 Difference between special education, integrated education and inclusive education.
 Children with special needs- Concept, classification and difference between impairment, disability and handicap

Unit II

10 Hours

National Policy on education 1986, 1992 regarding special Education
 Rehabilitation Council of India Act (1992)
 Persons with Disabilities Act (2016)
 National Policy of Disabilities (2006),

Unit III

10 Hours

Learning disability -Concept, causes, screening & Classroom management strategies.
 Mental Retardation -Concept, causes, screening & Classroom management strategies
 Visual Impairment and Hearing Impairment -Concept, causes, screening & Classroom Management strategies
 Locomotor Impairment & - Concept, causes, screening & Classroom management strategies

Unit IV

10 Hours

Individualized Education Program for CWDN
 Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children.
 Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.
 Role of technology for inclusive education

Transactional Mode

Video based Teaching, PanelDiscussions, Collaborative Teaching, Case Analysis, Role Play, Demonstration, Project Based Learning, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- *Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2002). Successful*

inclusion for educational leaders. Prentice Hall.

- Gartner, A. and Lipsky, D. D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. and Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. and Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Karant, P. and Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M.(1994). *Curriculum-Based Assessment in Special Education*. California, Singular Publications.
- Lewis, R. B. and Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey, Pearson
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon
- Sedlak, R. A. and Schloss, P.C.(1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
- Stow L. and Selfe, L. (1989). *Understanding Children with Special Needs*. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, OpenUnive
- Westwood P. (2006). *Commonsense Methods for Children with Special Educational N*

Course Title: Reading and Reflecting on Texts

Course Code: BAD804

Learning Outcomes

After completion of this course, the learner 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.

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 4 | 2 |

4. develop reading skills after understanding reading techniques

Course Content

Unit I

8 Hours

Reading: Concept, Purpose and process
Types of Reading, Informative Reading, Critical Reading & Creative Reading.
Importance of Teaching Reading.

Unit II

8 Hours

Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies
Tests of reading comprehension.

Unit III

7 Hours

Test of rates of reading - Time limit methods & amount limit method.
Analysis of advertisement on the basis of language.

Unit IV

7 Hours

Building the reading habits
Analysis of 2 passages from Science, Social Sciences & Mathematics textbooks of classes VI to X.

Transactional Mode

Panel 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 Cliff's, Inc. 1964.
- EK Wall E.E., (1971). *Diagnosis and Remediation of the disabled Readers*, Allyn and Bacon, Boston.
- Gupta. P.K, Gandhi, A.K, Bhatnagar, S.S. (2015) *Text reading and Reflection*. R. Lall publishers
- Pandey, R. (2016) *Reading and Reflective on Text*. Rakhi Prakshan
- Srivastva, D.S (2016). *Reading and Reflecting on Text*. Shri Vinod Pustak Mandri Agra
- Sandhu, T.S, Brar, A.S, Watts, A., Kaur, P.Garg, B. Kaur, A, Kaur, M (2017). *Reading and Reflective on Text*. Rigi Publication, Khana, Pb.

IOAEC

Course Title: Art in Education

Course Code: BAD811

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop the understanding of mening, concept and relevance of art in education
2. develop personal and professional skillsasan art teacher

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

3. understand the applications of visual, Performing and literary art
4. teach learner effectively and creatively through artistic skills

Course Content

Unit I

10 Hours

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

Unit II

10 Hours

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

Unit III

10 Hours

Music and Drama in Teaching and Learning-need, importance, Various forms of Music: Gayan, Vadan and Nartan.
The impact of Music on Human behavior.
Meaning and types of gestures, Postures and Facial Expression.

Unit IV

15 Hours

Theatre: Introduction, Importance and role of Drama in general and in education
Forms and Styles: Comedy and Tragedy.
Components of Theatre: Role play, Space, Time, Audience and Performance.
Identification of different performing arts forms and artist – dance music and musical instrument, theatre, puppetry etc

Transactional Mode

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

Suggested Readings

- Gupta S.P., (2002). *Elements of Indian Art. Inderaprastha Museum of art and Archaeology, New Delhi.*
- Ray 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.

10A1C

Course Title: Understanding Discipline and Subjects

Course Code: BAD805

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop understanding on various disciplines and courses
2. elucidate the nature and changes in disciplines and Courses in terms of social, Political and intellectual Context
3. understand the process of developing theories and content

4. differentiate between curriculum and syllabus

Course Content**Unit I****15 Hours**

Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses

Core ideas of Developing Discipline: Meaning and organization

Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context.

Unit II**10 Hours**

Nature, importance and historical perspective of various school Courses

Changes in school Courses in terms of social, political and intellectual context

Curriculum: Concept, Principles of curriculum construction for different Courses.

Unit III**10 Hours**

Meaning of correlation/relationship.

Correlation between academic disciplines and school Courses, effects on curriculum framework.

Unit IV**10 Hours**

Meaning of inter disciplinary approach to education and its effects on school Courses.

Theory of content for selection of school Course in curriculum.

Transactional Mode

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

Suggested Readings

- Butchvarov, P.(1970). *The Concept of Knowledge*. Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. and Lingard, B. (2007). *Teachers and Schooling: making a difference*. Australia: Allen and Unwin.
- Gardner, H.(2007). *Creating Minds*. New York: Basic Books.
- Noddings, N.(2007). *Critical Lessons: What our schools should teach*. Cambridge University Press.
- Prnstein, Allen C., Edward F.P. & Stacey B.O.(2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Bruner, J.S. ((2006). *In Search of Pedagogy, Vol-I & II, (he selected works)*, Lonson: Routledge.
- Kneller, G.F.,(1963). *Foundations of Education*. London and New York: John Wiley & Sons, Inc.
- NCERT (2005). *National Curriculum Framework*. New Delhi.

IOAEC

Course Title: Guidance and Counselling

Course Code: BAD807

Learning Outcomes

After completion of this course, the learner 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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

3. learn the importance of guidance and counselling cell and organize guidance and Counselling cell in the institute
4. acquire the skills to provide guidance and counselling in school

Course Content

Unit I

11 Hours

Meaning, need, principles, aims and objectives and scope of Guidance.
Dimensions of Guidance: Educational, Vocational and personal
Guidance, steps and techniques.
New trends and demands in the field of Guidance.

Unit II

10 Hours

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

Unit III

10 Hours

Role of Counsellor, Guidance worker and teachers in guidance.
Difference between Guidance & Counselling.
Major areas and Barriers in understanding process, common problems of students at secondary level.

Unit IV

14 Hours

Techniques of understanding an individual
Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests)
Qualitative techniques: (Cumulative Record Cards / Rating Scales/Stoichiometry), Job Analysis- Meaning, functions and methods.

Transactional Modes

E-Team Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Simulation, Lecture method, seminars

Suggested Readings

- *Bhatia, K.K. (2002). Principles of Guidance and counseling. Ludhiana: Kalyani Publishers.*
- *Bhatnagar, A. and Gupta, N. (1999). Guidance and counseling, Vol-1&2: A practical approach, New Delhi: Vikas Publishers.*
- *Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Delhi: Pearson Education.*
- *Jones, R.N. (2000). Introduction to Counseling skills: Text and Activities. New Delhi, Sage Publications.*
- *Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life. New York: Rinehart and Winston.*
- *Robinson (2005). Principles and Procedures in Student Counselling. New*

York: Harper Row. Safaya, B.N. (2002). *Guidance Counseling*. Chandigarh: Abhishek Publications.

- Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling*. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling*. London: Houghton Missli.

10A1C

Course Title: Distance and Open Learning

Course Code: BAD808

Learning Outcomes

After completion of this course, the learner will be able to:

1. differentiate face-to-face education and open and distance education
2. identify different types of Distance Education Institutions
3. use of technological applications in Open and Distance Learning
4. evaluation and assessment process in Distance Learning

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

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

Distance and Open learning: Concept, History, Need, Scope and Barriers.

Theories of distance education

Modes and Models of Distance Education

Recommendations regarding Distance Education in Indian perspective: NEP 1986 and NPE, 2020.

Unit-II**10 Hours**

Role of teacher and students in distance and open learning

Differences Between Face-To-Face Education and Open Distance Learning

Student Support Services in Distance Education

Unit-III**13 Hours**

Applications of Educational Technology in Open and Distance Learning
Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning

Established Web-based Models for Distance Learning

Unit-IV**10 Hours**

Concept of Evaluation and assessment

Formative and Summative assessment in distance education

Tools of Assessment and Evaluation in distance education: Assignment, Tests, Examination

Transactional Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- Popenici, S (2015). *Deceptive promises: the meaning of MOOCs-hype for higher education. In E McKay and J Lenarcic (Eds.), Macro-level learning through massive open online courses (MOOCs): Strategies and predictions for the future. Hershey, USA: IGI Global*
- Zhadko, O. &Ko, S. (2020). *Best practices in designing courses with open educational resources. New York: Routledge.*
- Kumar, S. (2010). *Open and Distance Education. Straight Forward Publication Pvt. Ltd.*

IOAEC

Course Title: Value Education

Course Code: BAD809

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning Outcomes

After completion of this course, the learner will be able to:

1. understand the significance of values
2. understand the relevance of family, society and teacher in value education
3. know the traditions of Indian Value System as well as Indian constitutional values

4. understand the Religious and Cultural practices in the context of value education

Course Content

Unit I

8 Hours

Value Education: Meaning, need & importance, Classification of values.
Challenges of values adoption.
Methods, approaches and strategies of inculcating values.

Unit II

7 Hours

Role of family, society and teacher in promoting the value education.
Integration of values in education.
Good habits: concept, meaning and significance in life.

Unit III

8 Hours

Evolution of Value Education in Indian perspective.
Values inherent in the preamble of Indian Constitution.
Values for Character Development.

Unit IV

7 Hours

Role of Religious and Cultural practices in Value Education.
Core values- truth, righteous conduct, peace, love and non-violence.

Transactional Mode

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

Suggested Readings

- Chandrasekaran, V. & Rajesh V. R. (2012) *Role of Sustaining Values among Children, Towards Excellence in Education, Almighty Book Company, Chennai-11.*
- Ugin Rositta, M. (2012) *Values dwell when Humanity lives, Towards Excellence in Education, Almighty Book Company, Chennai-11.*
- Rajapriya G. (2012) *Value Education – Need of the Hour Towards Excellence in Education,*
- Caroline Jeba Sorna P. (2012) *Role of Human Engineers in Sustaining Values for Excellence in Education Towards Excellence in Education, Almighty Book Company, Chennai -11*
- Myrtle Joyce Shobha D'Soua (2015) *Value-Based Approach to promote Peace Education, Edutracks, A monthly Scanner of Trends in Education May 2015 Vol .14 No.9*
- Ajit Kumar Singh, Ritu Nigam (2015) *Policy Perspectives in Peace and Value Education in the Indian context. Edutracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6*

- Vibha Devpura (2018) Empowering Adolescents with Life Skills Education Edutracks, A monthly Scanner of Trends in Education Mar 2018 Vol .17 No.
- Pandey V.C., Education cultureand human values (2005) The New International Webster's Comprehensive Dictionary of the English Language (Deluxe EncyclopaedicEdition), Trident Press International, Naples, 2001, p.927.
- Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2127). *Understanding value education in the primary school*. York: Reports Express.

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