



**DAV UNIVERSITY, JALANDHAR**

**FACULTY OF EDUCATION**

**SYLLABI  
FOR  
(Session 2021-22)**

**B.A. B.Ed.**

**A FOUR YEAR INTEGRATED PROGRAMME**

## B.A. B.Ed. (Integrated Course) (4 Years) Structure

Sem	Core Courses (CC) (6 Credit each)	Ability enhancement compulsory course (AEC)	Enhancing Professional Capacities (EPC) (4 credits each)	Disciplines Specific Electives (DSE) 5 credits each)	Generic Elective (GE) (6 credits each) Choose anyone	Perspectives in Education (PE) (4 credits each)	Curriculum & Pedagogic Studies (CPS) (4 credits each)	Field Engagement/Internship/ Developing Critical Skills (FEI/ DCS)
<b>I</b>	1. English/MIL (1) 2. History/Geography 3. Political Science / Sociology/Economics /Psychology	1. English/MIL (Communicative) (3cr) 2. Environmental Studies (2cr)				1. Perspectives in Education.		Teacher Assistance (1 credit)
<b>II</b>	1. English/MIL (2) 2. History /Geography 3. Political Science / Sociology/Economics /Psychology	1. English/MIL (Communicative) (3cr) 2. Environmental Science (2cr)				2. Early childhood and Growing up.		Interacting child's parents (1 credit)
<b>III</b>	1. English/MIL (3) 2. History /Geography 3. Political Science / Sociology/Economics /Psychology		1. (i) Value, Ethics, Vedas and Contemporary Education (2 Credits) (ii) Guidance & Counselling (2 Credits)			3. Contemporary India and Education.		Recording the best practices in different schools. 1. Model schools 2. Urban Schools 3. Rural Schools Both Private & Govt. (1 credit)
<b>IV</b>	1. English/MIL (4) 2. History /Geography 3. Political Science / Sociology/Economics /Psychology		2. (i) Drama & Art in Education (2 credits) (ii) Reading and reflecting on text (2 Credits)			4. Learning and Teaching.	1. (i) Language across the curriculum (2 credit)  (ii) Assessment for learning (2 credits)	Preparing School Map (1 credit)

<b>V</b>			3.Understanding ICT and its use in teaching & learning (4 Credits)	English/MIL (5) 1. History/Geography 2. Political Science/Sociology/Economics/Psychology	1.History & Culture of Punjab or 2.History & culture of India. 3.Any MOOC course in Social Science. 4. Generic Elective Introduce Psychology as generic elective	5. Health, Yoga & Physical Education.	2.Pedagogy of Social Science- I 3. Pedagogy of Language- I (English/Hindi/Punjabi) or 4.Pedagogy of Mathematics-I	Observing PTM and Participating in PTM (1 credit)
<b>VI</b>			4.Understanding self and personality Development (4 Credits)	1.English/MIL (6) 1. History/Geography 2. Political Science /Sociology/Economics / Psychology	1.Yoga Meditation 2.Computer Education 3.History & Culture of Punjab 4. Generic Elective Introduce Psychology as generic elective		4.Pedagogy of Social Science- II 5. Pedagogy of Language- II (English/Hindi/Punjabi) Or 6. Pedagogy of Mathematics- II	Pre- internship (4 credits)
<b>VII</b>								Internship (14 credits) and working with community (2 credits)
<b>VIII</b>						6. Knowledge and School Management. 7. Curriculum Development. 8. Creating an inclusive School. 9. Gender school and society		Post internship engagement with the filed task and assignment for, EPC2, EPC4, PE6 & PE7 Submission of Mentorship report. (1 credit)

**Semester- I**

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
I.	Perspectives in Education	Compulsory	EDU101	Perspectives in Education	3	1	0	4
II.	Core Course	Elective	EDU105/ EDU106/ EDU107	Elective English-I/ Elective Hindi-I/ Elective Punjabi-I	5	1	0	6
III.	Core Course	Elective	EDU113/ EDU118	History/ Geography	5	1	0	6
IV.	Core Course	Elective	EDU111/ EDU117/ EDU114/ EDU119	Economics/ Political Science/ Sociology/ Psychology	5/4	1	0	6/5
V.	Core Course	Elective	EDU120	Psychology Practical	0	0	2	1
VI.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU131A	Teacher Assistance	0	0	1 Week	1
VII.	Ability Enhancement Compulsory Course	Compulsory (One of three)	EDU151B/ EDU151C/ EDU151D	Basic Communication Skills- I English/ Punjabi/ Hindi	3	0	0	3
VIII.	Ability Enhancement Compulsory Course	Compulsory	EDU152	Environmental Studies-I	2	0	0	2
<b>GRAND TOTAL</b>								<b>28</b>

## PERSPECTIVES IN EDUCATION

**COURSE NAME: PERSPECTIVES IN EDUCATION**  
**COURSE CODE: EDU101**

L	T	P	CR
3	1	0	4

**OBJECTIVES:** To enable student teachers to:

1. Understand the relationship between philosophy and education.
2. Understand the relationship between sociology and education.
3. Understand the relationship between psychology and education.
4. Gain knowledge about the contributions of Indian and Western thinkers in education.
5. Comprehend the concept of values and its philosophical basis as viewed by various philosophers.
6. Analyze society, the process of socialization and social change in India.
7. Analyze different theories of intelligence.

### COURSE CONTENT

#### UNIT- I

- Philosophy: major schools of philosophy and their educational implications: Idealism, Naturalism, Pragmatism.
- Contribution of Eastern and Western Thinkers: Eastern Thinkers: Dr. Radhakrishnan, Aurobindo, Maharishi Swami Dayanand, Gandhi, Vivekananda and Tagore, Plato, Rousseau, Dewey.

#### UNIT- II

- Meaning and functions of Sociology and Sociology of Education.
- Society: Structure, Social stratification, Social mobility, Socialization.
- Social change in India: Factors affecting social change: Caste, Ethnicity, Class, Language, Religion and Regional imbalances, Education for Social Change.
- Concept of Culture: Education for Cultural change, Modernization.

#### UNIT- III

- Educational Psychology: Concept, Nature, Scope and Objectives.
- Relationship of Psychology and Education.
- Intelligence: Concept, Nature, Theories of Intelligence, Concept of Intelligence Quotient, Emotional Quotient and Social Quotient, Measurement of Intelligence.
- Memory/ Forgetting: Concept, Nature, Types, Theories, features effecting memory/ forgetting, Mnemonics.

#### UNIT-IV

- Aptitude, Attitude, Interest and their Measurement.
- Problem-solving, Concept formation, Thinking: Concept, Nature, Types and Process.
- Differently-abled children:
- Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Aphasia: Meaning, Nature, Etiology and Treatment.
- Auditory Processing Disorder, Visual Processing Disorder, ADHD and Autism: Meaning, Nature, Etiology and Treatment.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Participation in any two co-curricular activities organized in the Institution.
2. Critical analysis of the education philosophy of anyone thinker in the syllabus.
3. A Project work/ survey related to community and social work.

4. Psychological tests as per the requirement of the syllabus.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Bhatia, K. K. & Narang, C. L. (2003). Principles of Education (Methods and Techniques). Ludhiana: Tandon Publishers.
2. Brubacher, John, S. (1962). Modern Philosophies of Education. New York: McGraw Hill Book Company, Inc.
3. Chaube, S. P. & Chaube, A. (2000). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak mandir.
4. Connor, D. J. O. (1957). An introduction to Philosophy of Education. London: Routledge.
5. Dhavan, M. L. (2005). Philosophy of Education. Delhi: Isha Books.
6. Durkheim, Emile (1956). Education and Sociology. New York: Free Press.
7. Illich, I. (1971). Deschooling Society. New York: The Macmillan Company.
8. Dewey, J. (1961). Democracy and Education. New York: The Macmillan Company.
9. Passi, B. K. (2004). Value Education. Agra: National Psychological Cooperation.
10. Taneja, V. R. (1973). Foundations of Education: Philosophical and Sociological. New Delhi: Sterling Publications.
11. Walia, J. S. (2001). Principles and Methods of Education. Jalandhar: Paul Publishers.
12. Walia, J. S. (2004). Principles of Education. Jalandhar: Paul Publishers.
13. Aggarwal, J. C. (1999). Elementary Educational Psychology. New Delhi: Vikas Publishing House.
14. Bigge, M. L., & Hunt, M. P. (1968). Psychological Foundations of Education (2<sup>nd</sup> Ed.). New York: Harper & Row Publishers.
15. Chauhan, S. S. (2004). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
16. Cohen, A., & Cohen, C. (1986). Special Educational Needs in ordinary schools. New York: Harper & Row Publishers.
17. Danion, W. (1983). Social and Personality Development: Infancy through Adolescence. New York: Norton.
18. Gupta, V. K. (2003). Psychology of learning and development. New Delhi: Vinod Publications.
19. Hilgard, E. R. (1958). Introduction to Psychology. New York: Harcourt.
20. Kulshreshtha, S. P. (1997). Educational Psychology. Meerut: R Lall Book Depot.
21. Mangal, S. K. (1992). Educational Psychology. Ludhiana: Parkash Brother Publications.
22. Mathur, S. S. (1986). Educational Psychology. Agra: Vinod Pustak Mandir.
23. Miffin, B. R. (1978). Psychology Applied to Teaching. Haughton: Bosson.
24. Sharma, R. A. (2002). Fundamentals of Educational Psychology. Meerut: R Lall Book Depot.
25. Suri, S. P., & Sodhi, T. S. (2006). Psychological Foundations of Education. Patiala: Bawa Publications.
26. Thomas, G., & Brudhy, J. E. (1977). Educational Psychology. Jalandhar: Paul Publishers.
27. Walia, J. S. (2008). Foundations of Educational Psychology. Jalandhar: Paul Publishers.
28. Westhood, P. (1987). Common sense methods for children with special needs. London: Crown Helm Publishers.

29. Woolfolk, A. (2003). Educational Psychology. New Delhi: Dorling Kindersley Pvt. Ltd.  
 30. Hurlock (2001). Child Development. Tata McGraw- Hill Education.  
 31. Morgan (2001). Introduction to Psychology. Tata McGraw- Hill Education.

### CORE COURSE

L	T	P	CR
5	1	0	6

**COURSE NAME: ENGLISH**

**COURSE CODE: EDU105**

**OBJECTIVES:** The student teachers will be able to:

1. Acquaint with certain specimens of English literature
2. Develop their analytical and imaginative powers through reading poems, stories and drama
3. Drive pleasure out of readings of literature

### COURSE CONTENT

#### UNIT- I

- Poem No. 1 - On His Blindness (John Milton)
- Poem No. 2 – The Village School Master (Oliver Goldsmith)
- Poem No. 3 – The Daffodils (William Wordsworth)
- Poem No. 4 – The Solitary Reaper (William Wordsworth)
- Poem No. 5 – Ozymandias (P.B. Shelley)
- Poem No. 6 – On First Looking into Chapman ‘s Homer (John Keats)
- Poem No. 7 – La Belle Dame Sans Merci (John Keats)
- Poem No. 8 – Incident of the French Camp (Robert Browning)
- From the book An Introduction to Poetry by A.G. Xavier

#### UNIT- II

- Story No 1 – A Cup of Tea (Katherine Mansfield)
- Story No 2 – The Black Cat (Edgar Allen Poe)
- Story No 3 – The Paradise of Thieves (G.K. Chesterton)
- Story No 4 – The Postmaster (Rabindranath Tagore)
- From the book (Twelve Short Stories by C.M. Sharma)

#### UNIT- III

- Drama 1 – The Dear Departed (Stanley Houghton)
- Drama 2 – Hewers of Coal (Joe Corrie)
- From the book Before the Footlights by R.M. Sharma, B.N. Sethi and N.C. Uday

#### UNIT-IV

- Paragraph writing (based on an outline, situation etc.)
- Applied Grammar: Voice, Narration

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Prepare a project report on the literary work of any writer mentioned in the course content.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote

creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## CORE COURSE

**COURSE NAME: HINDI**  
**COURSE CODE: EDU106**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** vè;kiu izfØ;k ds lekiu ds mijkar fo|kFkhZ:

- fn, x, dforkvksa dh ikB~;oLrq ds lanHkZ esa O;k;k djsaxs A
- ikB~;Øe esa nh xbZ dgkuh;ksa ds lanHkZ O;k;k iz'u djsaxs A
- vkfndky ds lkfgR; dk ukedj.k] dky lhek] ifjLFkfr;ksa o izo`fr;ksa dk वणन djsaxs A
- jkt jklks rFkk chly nso jklks dk ifjp; fy[ksxsaA
- lUrdkO; izek`k;kud dkO;] jkedkO; o d`"k dkO; esa foHksn o fo'ks"krk,a fy[ksxsaA
- dchj] tk;lh] rqylh vkSj lwjnk] ds thou pfj= o dkO; inके बारे में लिखेंगेA

### COURSE CONTENT

#### UNIT-I

dfork yksd

- lañ Mkn f'kodqekj 'kekZ] ifCyds'ku C;wjks] iatkc fo'ofok;] p.Mhx<+ }kjk izdkf'krA
- bu lkr dfo;ksa dh jpuk,a ikB~;Øe esa fu/kZfjr dh xbZ gSa %&
- dchj] jSnkl] xq;ukud nso] lwjnk] ehjkckbZ] rqylhnkl vkSj लगरघर dfojk;A
- bl [k.M esa dfo ifjp;] dfork lkj rFkk mís'; lEcU/h iz'u iwNs tk,;xsaA

#### UNIT-II

ltho dgkfu;kj

- lañ Mkn y {ehpUnz [kqjkuk] ifCyds'ku C;wjks] iatkc fo'ofok;] p.Mhx<+ }kjk izdkf'krA
- fuEufyf[kr lkr dgkfu;kj ikB~;Øe esa gS%
- 'krjat ds f[kykM+h] eer] v'kf{kr dk ân;] ekSr ds eqag esa] U;k; ea=h] xqykc]IEHk&vIH;A
- bl [k.M esa dFkkoLrq] pfj=&fp=.k ,oa mís'; ls lEcU/r dqy nks iz'u iwNs tk,;xsaA

#### UNIT-III

fgUnh lkfgR; dk bfrgkl

- vkfndky dk ukedj.k] dky lhek] ifjLFkfr;kj] izo`fUk;kj vkSj i`Foh jkt jklks rFkk chly nso jklks dk ifjp;A

#### UNIT-IV

- HkfDrdky dh ifjLFkfr;ka] lUrdkO;] izsek[k;kud dkO;] jkedkO; vkSj d`".k dkO; dh fo'ks"krk,a]



dchj] tk;lh] rqylh vkSj lwjnk1A

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. fgUnh dh fdllh ,d iqLrd dh leh{kk A
2. fdllh egku fgUnh dfo dh thouth rFkk vkRedFkk fy[ksaA

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. lañ Mkñ y{ehpUnz [kqjkuk ( 2007)] ifCyds'ku C;wjks] iatkc fo'ofoky;] p.Mhx<+ }kjk izdkf'krA
2. euksgj yky vkuUn (2006) rajafx.kh] itakc ;wfuoflZVh ifCyds'ku C;wjks] p.Mhx<+A
3. lañ Mk- lalkj pUnz (2006) vkn'kZ ,dkadh laxzg] iatkc ;wfuoflZVh ifCyds'ku C;wjks] p.Mhx<+ }kjk izdkf'krA
4. fnf{kr HkkxhjFk (2003)] leh{kkysd] bUnzizLFk izdk'ku] fnYyhA
5. tSu fueZyk (2006)] ubZ leh{kk ds izfreku] us'kuy ifCyf'kax gkml] fnYyhA
6. prqosZnh jkts'oj izlkj (2008) fgUnh O;kdj.k] midkj izdk'ku] vkxjka
7. lkguh ,- ch- 'kekZ vkj- ih- (2007) loksZUke fgUnh O;kdj.k] lkguh izdk'ku] vkxjka
8. o`Unkou yky oekZ (1995), >kalh dh jkuh e;wj izdk'ku] >kalh
9. uxsUnz gjn;ky (2009) fgUnh lkfgR; dk bfrgkl] e;wj isijeSDI] uks;M+kA
10. jktkjk e dYiuk (2009) fuca/k cks/k] LisDV<sup>a</sup>e cqDI izk- fy-] fnYyhA

### CORE COURSE

**COURSE NAME: PUNJABI**

**COURSE CODE: EDU107**

L	T	P	CR
5	1	0	6

### OBJECTIVES:

- fJ; g/go dk wzst ftfdnkoEhnK dh wZXekbh gzikph eftsk ;zpzXh ikDekoh B{z j'o ft;Eko d/Dk j?.
- gzikph ;kfjs d/ fJfsjk; ftZu ftfdnoEhnK dh fdbu;gh g?dk eoBk j?.
- ਾਸਿਤ ਦ ਰੂ ਾਂ ਬਾਰ ਡੂੰਘੀ ਜਾਣਕਾਰੀ ਦ ਣਾ ਸ .
- fJeKrh d/ fJfsjk; pko/ v{zxh ikDekoh d/Dk j?.

### gkmeqw

1. nkX[fBe gzikph eftsk dk nfXn?B
2. gzikph fJeKrh
3. nkX[fBe gzikph eftsk dk fJfsjk;
4. ;kfjs d/ o{g

## COURSE CONTENT

1. ਨਕਸ਼B[jko] (;zgh) vkH i;ftzdo f;zx, nkX[fBe gzikph eftsk (1901 JhL s'A 2000 JhLsZe), gpbhe/PB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ. (fBoXkos ethL GkJh tho f;zx, gq'H g{oB f;zx, XBh okw ukfsqe, gq'H w'jB f;zx, nzfwqskgqhs, ptkk pbtzs, ਸਿਵੇ[wko pNkbth, vkH jfoGiB f;zx, vkH irsko)
2. S/ ਦਰਸ਼ਨ, (;zs f;zx ;/y)'A, gpbhe/PB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ. (ਨਿਸ਼ਾਤ pkrftZu\* fJeKrh B{z SZv e/)

## UNIT - I

1. 'ਨਕਸ਼ B[jko]' (;zgLvkH i;ftzdo f;zx) g[;se ftu'A gq;:r ;fjs ftnkfynk (d' ftu'A fJe)
2. 'S/ ਦਰਸ਼ਨ' (;zgL fgqL ;zs f;zx ;/y)'A fJeKrh d/ tkoskbggh ਅੰਸ dh gqPzr ;fjsftnkfynk (d' ftu'A fJZe)

## UNIT - II

1. ਕਾਵਿ-;zrqfj ftu'A fe;/ fJZe eftsk dk ਵਿਸ਼ਾ-t;s{ □□ਸਟ eo' (d' ftu'A fJZe)
2. fJeKrh ;zrqfj ftZu'A □ਰਸ਼ਨ (d' ftZu'A fJZe) (;kfjse goy, ਵਿਸ਼ਾ, gbkN s/ gkso fusoB;:zpzXh □ਰਸ਼ਨg[ZS/ ikD)

## UNIT - III

(gfjbnKਇਕਾਜਿਅੰ) ਦ□ nkXko s/.

- i. fJeKrh dk ;ko
- ii. gkso
- iii. ;kfjse goy

## UNIT - IV

### gzikph eftsk dk fJfsjk;

1. fBoXkfos ethnKਉੱਤ□ B'N (d' ftu'A fJZe) (GkJh tho f;zx,g'qL g{oB f;zx,g'qL w'jBf;zx, ਸਿਵੇ[wko pNkbth) (ihtB, ouBk, :rdkB)
2. ;kfjs d/ o{gL □ਰਿਭਾਸ਼ਾ s/ sZs, eftsk, rhs, ਗ਼ਜ਼□, fJeKrh, Bktb, ejkDh (d' ftu'AfJe)

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. ;zs f;zx ;/y)'A dk gzikph ;kfjs ns/ nb'uBk ftZu :rdkB
2. S/ ਦਰਸ਼ਨਇਕਾਂਗੀA g[;se d/ nkXko s/ fe;/ fJZe fJekrhAeko d/ ihtB ns/ ouBk pko/ □ਖਿਣਾ

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. S/ doPB, (;zgkH) fgzqH ;zs f;zx ;/y'A gpbhe/PB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ
2. gzikph ;kfjs dk fJfsjk; 1700 JhH sZe(2003), gzikp :{Bhtof;Nh, uzvhrVQ
3. gzikph ;kfjs dk fJfsjk; 1700 JhH se(1972), gzikph :{Bhtof;Nh, gfNnkbk
4. gzikph ;kfjs dh T[sgsh s/ ftek;, gofwzdo f;zx s/ feogkb f;zx e;/b(1968), bkj"o p[Ze ऋ□b[fXnkDk.
5. ऋबद ;t/ok (;zgkH vkH jfoGiB f;zx)(2007) gpbhe/ôB fpT{o', gzikp :{Bhtof;Nh uzvhrVQ
6. gzikph ;kfjs dk fJfsjk; - vkH jfoGiB f;zx (1972), ऋबद ftGkr gzikp, gfNnkbk.
7. wXekbh gzikph ;kfjs ftt/eL- vkH nwoihs f;zx eKr, vkH i;gkb e"o eKr, BkBe f;zx g[;sewkbk, nzfwqs;o.

**CORE COURSE  
(ECONOMICS)**

**COURSE NAME: MICROECONOMICS**  
**COURSE CODE: EDU111**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** To enable the student teachers to:

1. Develop an understanding of the students regarding the basic concepts of microeconomics
2. Take decisions at the individual economic agent level- consumer and producer
3. Apply microeconomic theories in their life.
4. Use different methods of calculations.
5. Analyse different market forms.

**COURSE CONTENT**

**UNIT-I**

- Introduction to Economics: Meaning, Definition, Scope, Importance and Basic problems of an economy.
- Demand and Supply functions: Market Equilibrium, Shift in market equilibrium due to change in demand and supply, Micro Economic Theory and Applications.
- Indifference curve, Consumer's equilibrium (Hicks and Slutsky)
- Equilibrium: Partial and General; Existence and Uniqueness; Stability: Static and Dynamic.

**UNIT-II**

- The elasticity of demand: Methods of calculating price, income and cross elasticity; Degrees and their interpretation,
- Consumer Choice: Cardinal theory, derivation of demand in case of one or more goods; Ordinal theory: Budget sets indifference curves: the rate and elasticity of substitution. Consumer equilibrium; effects of change in prices and income; Engels curve.

**UNIT-III**

- Theory of production: Production function, isoquants, properties of isoquants, iso-costliness, optimum input combination, Expansion Path, returns to a factor and returns to scale and their compatibility. The marginal rate of technical substitution, Principle of the marginal rate of technical substitution, Law of variable proportion.
- Theory of Cost: the concept of economic cost; Short-run and long-run cost curves

#### UNIT-IV

- Market Forms; Perfect competition, Monopoly and Monopolistic Competition: features, price determination, the equilibrium of firm and industry in the market period, short-run and long-run

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

The market survey of consumer surplus or market survey of the law of demand or market survey of monopolistic competition and selling cost.

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Bernheim, B. D., M. Whinston and A. Sen. *Microeconomics*. Tata McGraw-Hill Education.
2. Koutsoyiannis, A. *Modern Microeconomics*. Palgrave Macmillan, Second Edition, 2003
3. Lipsey, G. and K. A. Chrysal. *Economics*. Oxford University Press. 2004.
4. Mankiw, N. Gregory. *Principles of Economics*. Worth Publishers. 2007. Seventh Edition.
5. Salvatore, D. *Microeconomics: Theory and Applications*. Oxford University Press. 2008
6. Samuelson, P.A. and W.D. Nordhaus. *Economics*. Tata McGraw Hill. 2005.

#### CORE COURSE (HISTORY)

**COURSE NAME: HISTORY OF INDIA UPTO- 1000 A.D.**  
**COURSE CODE: EDU113**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Recognize facts, events, concepts, years.
2. Show information on maps, charts, diagrams.
3. Describe the history of Harappa Culture to the teaching of Buddhism and Jainism.
4. Describe the history and Culture of Punjab related to the ancient period.
5. Draw historical maps, charts, diagrams.
6. Prepare models and tools.
7. Visit places of historical interest, archaeological sites, museums and archives.

#### COURSE CONTENT

##### UNIT- I

- Geography and History: The Physical features and their Influence on the course of Indian History.
- Major Sources of Indian History: Literary Sources, archaeological findings, Inscriptions, coins, travel accounts Prehistoric Culture in India:
- Paleolithic Culture, Mesolithic Culture, Neolithic Culture source of Indian history.

##### UNIT- II

- Harappan Civilization: Town Planning, Extent, Social conditions, Economy, Religion, and causes of Decline.
- Vedic Period: Original home of the Aryans; Political, Social-economic and religious life in the early Vedic period, development in the later Vedic period.
- Jainism and Buddhism: Life and teachings of Gautama Buddha and Mahavir Swami, causes responsible for the rise and fall of new religions.

#### UNIT- III

- The Mauryan Empire: conquests of Chandragupta Maurya, Ashoka's Life and Dharma.
- Post Mauryan period: Decline of Mauryan Empire; Kanishka and its achievements.
- The Gupta Empire: Achievements of Samudragupta and Chandragupta-II, Social Economic, Cultural, and Scientific developments under Guptas.

#### UNIT-IV

- The age of Vardhanas: Campaigns of Harsha Vardhan; Administration; literary and Religious activities of Harsha Vardhan.
- The Rajputs: Origin of Rajputs; Polity, Society, and Culture under the Rajputs.

#### Maps:

1. Important Historical Places: Taxila, Indraprastha, Kurukshetra, Kannauj,
2. Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, and Kanchi.
3. The extent of the Mauryan Empire under Ashoka.
4. Gupta Empire under Samudragupta.
5. Empire of Harsha (647 A.D.).

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Use of maps for depicting territorial regions during the empires of Mauryans and Guptas etc.
2. Visit the Buddha / Mahavir temple of the region.

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Chief Editor V. K. Agnihotri (IS Retired Allied Publisher) ISBN NO.9788184248173
2. R.N. Mukherjee (Asian India)
3. A.C. Arora and R.S. Arora (Historical Atlas of ancient India)
4. R.C. Majumdar and others (An advance history of India)
5. Romila Thapar (History of Early India from the origin to A.D. 1300 A.D. Vol.1 Penguin Books, New Delhi)
6. V.C. Pandey (Political and cultural history of India)
7. M.N. Ghose (Early India)
8. Atlas:
  - a. The Times Atlas of World by Richard Overly
  - b. Historical Atlas of India By Alisha Khan
  - c. Oxford Student Atlas for India ISBN NO. 9780199485123.

**CORE COURSE  
(SOCIOLOGY)**

**COURSE NAME: FUNDAMENTALS OF SOCIOLOGY**  
**COURSE CODE: EDU114**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Describe the fundamentals of sociology to the beginners of the subject.
2. Describe sociology as a discipline.
3. Discuss the study of various terms, concepts and processes which help in formulating a sociological viewpoint.

**COURSE CONTENT**

**UNIT- 1**

- Introduction to Sociology: definition, nature, relationship with other social sciences;
- History, Political Science, economics, anthropology, psychology and education.
- Human Society: meaning, characteristics, theories of the origin of society- organic and Social-contract, the relationship between individual and society.

**UNIT- II**

- Social Groups- meaning, characteristics & classification, detailed discussion on primary and secondary groups.
- Association – meaning & characteristics.
- Community – meaning, dimensions, bases and features of the community.

**UNIT- III**

- Culture: meaning, characteristics, dimensions, forms, culture and civilization, cultural lag, conceptual understanding of acculturation, assimilation.

**UNIT-IV**

- Socialization: meaning, aims, features, stages, agencies and theories of G.H. Mead and C.H. Cooley.
- Social control: meaning, importance, process, means and agencies- formal and Informal

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Create a poster that compares the theories of the origin of society.
2. A seminar on effective means of social control by using visual aids.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Bottomore, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
2. Bottomore, T.B. (1975). *Sociology: A Guide to Problems and Literature* (Hindi and English). Bombay: Blackie and Sons.
3. Davis, Kingsley (1978). *Human Society*. London: MacMillan Company.
4. Dube, S.C. (1990). *Understanding Society - A Text Book*, NCERT.
5. Maciver, R.M. and C.H. Page (1983): *Society*. London: MacMillan Company.
6. Macionis, J. (2005). *Society: The Basics*, New York: Prentice-Hall.
7. Madhurima (2009). *Readings in Sociology- Part-I*, Jalandhar: New Academic Press.
8. Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*, New Delhi: S.C. Chand and Company Ltd.
9. Sharma, R.N. (2001). *Samajshastra Ke Sidhant*. New Delhi: Atlantic Publishers.

**CORE COURSE  
(MATHEMATICS)**

**COURSE NAME: ALGEBRA AND MATRICES**  
**COURSE CODE: EDU115**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Describe the concept of mappings, equivalence relations and partition.
2. Perform elementary operations on matrices; the inverse of the matrix.
3. Explain independence of row and column vectors, row rank, column rank and rank of the matrix.
4. Apply matrices to a system of homogenous and non-homogeneous equations.
5. Describe the Cayley Hamilton theorem and its use in finding the inverse of a matrix.
6. Describe and compute relations between the roots and co-efficient of the general polynomial equation in one variable and transform equations.
7. Discuss and apply Descartes's rule of signs.
8. Use the carbon method to derive solutions of cubic equations and biquadratic equations.
9. Understand and apply Gregory's series, the summation of series.

**COURSE CONTENT**

**UNIT- I**

- Matrix- Definition and Types. Symmetric, Skew-symmetric, Hermitian and skew-Hermitian matrices. The inverse of a matrix. Elementary operations on matrices. The rank of a matrix. Linear dependence and independence of rows and columns of matrices.
- Row rank and Column rank of a matrix. Eigenvalues, eigenvectors and the characteristic equation of a matrix. Diagonalisation of matrix, the minimal polynomial of a matrix. Cayley Hamilton theorem and its use in finding the inverse of a matrix.

**UNIT- II**

- Applications of matrices to a system of linear (both homogeneous and non-homogeneous) equations. Theorems on the consistency of a system of linear equations. Unitary and Orthogonal Matrices, Bilinear and Quadratic Forms.

**UNIT- III**

- Relations between the roots and coefficients of a general polynomial equation in one variable. Solutions of polynomial equations having conditions on roots. Common roots and multiple roots.

Transformation of equations.

#### UNIT-IV

- Nature of the roots of an equation. Descartes 'rule of signs. Solutions of cubic equations (Cardanol's method). Biquadratic equations and their solutions.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. The teacher may familiarize the students with examples of Course content
2. The teacher will give extensive practice in mathematical skills.

#### SUGGESTED READINGS

1. Hall, H.S. and Knight, S.R. Higher Algebra. Agra: H.M. Publications, 1994.
2. Narayan, Shanti, and Mittal, P.K. A Text Book of Matrices. New Delhi: S. Chand & Co. Ltd., Reprint 2002.
3. Grewal, B.S. Higher Engineering Mathematics. New Delhi: Khanna Publishers, 2012.
4. Jain, R. K., and Iyengar S. R. Advanced Engineering Mathematics, New Delhi: Narosa Publishing House, 2003.

### CORE COURSE (POLITICAL SCIENCE)

**COURSE NAME: PRINCIPLES OF POLITICAL SCIENCE**

**COURSE CODE: EDU117**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The student teachers will be able to:

1. Differentiate the concept of political science and politics.
2. Describe and discriminate the various ancient, traditional and modern political theories.
3. Describe the relationship between political science and other social sciences and education.
4. Explain the concept of state and its importance.
5. Discuss the relationship of the state with other institutions i.e. the government, society, association and the nation.
6. Describe and discriminate the theories of the origin of state like evolutionary and social Contract.
7. Explain and discriminate the liberal, Marxian and Gandhian viewpoint about the origin of the state.
8. Highlight and differentiate the characteristic features of theories of sovereignty.

#### COURSE CONTENT

##### UNIT- I

- Political theory: ancient, traditional and modern
- The distinction between political science and political theory
- Relationship of political science with economics, education, history, sociology and education

##### UNIT- II

- The state: definition, elements and its distinction from government and society
- Theories of the origin of state: social contract, historical/evolutionary

##### UNIT- III



- State: Liberal, Marxian and Gandhian view
- Functions of state: liberal and socialist perspective with special reference to education
- Welfare state: concept and functions

#### UNIT-IV

- Sovereignty: definition, attributes and types
- Theories of sovereignty: monistic and pluralistic
- Political System: Meaning & Characteristics, Functions according to David Easton & Almond & Powell.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Preparing scrapbook on the functions of the state.
2. Role of Social Media in relation to the political scenario.

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Ashirvatham, E. (1985). Political Theory. New Delhi: S. Chand & Company.
2. Badyal, J. S. (2007). Political Theory. Jalandhar: Raj Publishers.
3. Bhattacharya, D.C. (1981). Political Theory. Calcutta: Vijay Publishing House.
4. David, E. (1960). The Political System. Calcutta: Scientific Book Agency,
5. Gauba, O. P. (2005). An Introduction to Political Theory. New Delhi: Macmillan India Ltd.
6. Jain, M. P. (1985). Political Theory. New Delhi: Guild Publication.
7. Johri, J. C. (1979). Principles of Political Science. New Delhi: Sterling Publishers.
8. Kapoor, A. C. (1950). Principles of Political Science. New Delhi: S. Chand & Company.
9. Macpherson, C. B. (1979). Democratic Theory. London: Oxford Press.
10. Verma, S. P. (1974). Political Theory. New Delhi: Geetanjali Publishing House.

#### CORE COURSE (GEOGRAPHY)

**COURSE NAME: PHYSICAL GEOGRAPHY  
(GEOMORPHOLOGY)  
COURSE CODE: EDU118**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Describe the basic concept and theories in physical geography.
2. Describe the various movements of landforms resulting from the force of compression and tension.
3. Explain origin, characteristics and various classifications of rocks.
4. Explain the concept of geomorphology and applied geomorphology and discuss their

application to environmental hazards management.

## **COURSE CONTENT**

### **UNIT-I**

- Geography: definition, place of physical geography within the discipline of geography, division of physical geography -geomorphology, climatology and oceanography.
- Theories the origin of the earth; Laplace, James, jeans and Jeffrey's and Big bang theory.
- Interior of the earth: constitution, theories on constitution-constitution drift 9 with special reference to Wegner's theory and plate tectonics).

### **UNIT-II**

- Movement of the earth: orogenic-Epeirogenic movement, landforms resulting form
- Force of compression and tension; mountain building theories (geosynclines, hinterland and foreland, median mass, convection current), earthquakes and volcanoes (cause, types and distribution).

### **UNIT-III**

- Rocks -their origin, classification and characteristics
- Major land forms: mountains, plateaus and plains in the world
- Geomorphic agents: geomorphic processes (weathering and erosion)

### **UNIT-IV**

- Geomorphologic landscapes: fluvial, glacial, aeolian, volcanic, coastal, karsts
- Applied geomorphology: applications to transport, land use, environmental hazards management etc.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Project report on landforms that occur in India.
2. Seminar on the effects of erosion.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Dayal, P. (1995). A Text-Book of Geomorphology. Patna: Shukla Book Depot.
2. Dury, G.H. (1973). The Face of the Earth. Middlesex: Penguin.
3. Kale, V. & Gupta, A (2001). Elements of Geomorphology. Calcutta: Oxford University Press.
4. Kaur, D. (2000). The Earth. Edited by R.C. Chandtia, Ludhiana: Kalyani Publishers,
5. Singh, S. (1994). Physical Geography. Gorakhpur: Gyanodya Prakashan.
6. Singh, S. (2004). Geomorphology. Allahabad: Prayag Pustak Bhawan.
7. Sparks, B. W. (1986). Geomorphology. London: Longman.
8. Strahler, A.N. & Strahler, A.H. (1987). Modern Physical Geography. New York: John Wiley Eastern Ltd.;
9. Thornbury, W.D. (1993). Principles of Geomorphology. Second Edition, New York: John Wiley

**CORE COURSE  
(PSYCHOLOGY)**

**COURSE NAME: BASIC PSYCHOLOGICAL PROCESSES- I**  
**COURSE CODE: EDU119**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:** To enable the student teachers to:

1. Understand the background of psychology from various perspectives
2. Gain knowledge about different methods of studying human behaviour.
3. Understand individual differences by mainly focusing on cognitive/psychological tests and processes.
4. Apply the concept of intelligence and learning.
5. Use various measures of descriptive statistics.

**COURSE CONTENT**

**UNIT- I**

- **Nature:** Psychology as a Science, Historical background of psychology with a brief introduction to schools (Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt and Humanistic.
- **Methods:** Introspection, Observation, Experiment, Case Study, Survey, Interview and Questionnaire.

**UNIT- II**

- **Understanding Individual Differences:** Nature and uses of Psychological Tests, Characteristics of Good Psychological Tests, Types of Psychological Tests (Verbal vs Non-verbal test, Individual vs Group, Speed vs power tests, Paper and Pencil Tests vs Performance Tests, Essay vs objective type Tests), Ethical Issues in Psychological Testing.
- **Intelligence:** Nature of Intelligence, Theories (Spearman and Thurston), Cognitive Theories (Gardener and Sternberg). Concept of Emotional Intelligence, Nature and Nurture issue in intelligence.

**UNIT- III**

- **Learning:** Introduction to learning, Nature and characteristics of the learning process.
- Trial and Error learning & Insight, A brief introduction to the concepts of Classical and Instrumental conditioning (Paradigm and the typical experiments), Social/observational learning.

**UNIT-IV**

- **Measures of Central Tendency:** Meaning and Characteristics of a good measure of central tendency. Measures of central tendency: Arithmetic Mean, Median, Mode with their merits and demerits.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different

interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. McMillan Publishing Company, New York.
2. Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
3. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
4. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. McGraw Hill Book Co., New York.
5. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice-Hall of India.
6. Carlson N.R. (2007). *Foundation of Physiological Psychology*. Pearson Education, New Delhi.
7. Aron (2007). *Statistics for Psychology*. Pearson Education.

**CORE COURSE  
(PSYCHOLOGY)**

**COURSE NAME: PSYCHOLOGY PRACTICAL**  
**COURSE CODE: EDU120**

L	T	P	CR
0	0	2	1

**Five practicals have to be performed out of the following:**

1. Trial and error Learning.
2. Effect of Practice on Learning.
3. Verbal Test of Intelligence.
4. Nonverbal test of Intelligence.
5. Performance Test of Intelligence
6. Simple Reaction Time/Observations

**ABILITY ENHANCEMENT COMPULSORY COURSE  
(BASIC COMMUNICATION SKILLS)**

**COURSE NAME: ENGLISH**  
**COURSE CODE: EDU151B**

L	T	P	CR
3	0	0	3

**OBJECTIVES:** The student teachers will be able to:

1. Enhance their vocabulary and comprehension skills through the prescribed texts.
2. Enhance reading and writing skills.
3. Develop their skills in written communication through language use.
4. Communicate effectively and appropriately in real-life situations.
5. Use English effectively for study purposes across the curriculum.
6. Develop skills in appreciating, analysing, discussing texts dealing with socially relevant themes.
7. Develop and integrate the use of four language skills i.e. reading, listening, speaking and writing.

8. Develop a wide vocabulary and be able to summarize ideas.
9. To read and analyze texts and display competence in written communication.
10. Show a considerable understanding of English Grammar.
11. Demonstrate sensitivity to cultural differences while communicating.

#### **UNIT- I APPLIED GRAMMAR (IN SOCIO-CULTURAL CONTEXT)**

- Communication and its types: Verbal and Non-verbal
- Barriers to communication
- Role plays (situational and behavioral) in Lab.
- Group Discussion in Lab.

#### **UNIT- II READING (COMMUNICATIVE APPROACH TO BE FOLLOWED)**

- Dialogue making (in the bank, at the railway, etc.) in Lab.
- Short films review in Lab.
- Précis
- Paragraphs (Fill in the blanks)

#### **UNIT- III VOCABULARY ENHANCEMENT AND GRAMMAR PRACTICE**

- Error correction in sentences (Parts of Speech)
- Rewrite jumbled words into meaningful sentences (Tenses)
- Online Practice Worksheets in Lab.

(Prescribed book: Padhey, Sudhir S. *English Grammar and Writing Skills*. Chennai: Notion Press, 2017. Print.)

#### **UNIT- IV TECHNICAL WRITING**

- Notice: Format, Characteristics, and 5 W 's.
- Email: Structure, Characteristics of Effective Emails, and Advantages in Lab.
- Letters: Formal.

#### **TEACHING METHODOLOGY**

- a) **Applied Communication:** Communication theory must be taught descriptively and practically in a socio-cultural context. The contextual teaching of communication will make students deal effectively in real-life situations. The learner will improve inter-personal skills.
- b) **Lab. activities:** Activities like role play, group discussion guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. Some of the strategies that should be adopted are as follows:  
Give students opportunities to talk in a real-time situation.  
Regularly assign communicative activities in the classroom.
- c) **Writing:** It is important for students to write effectively in proper formats. Some of the strategies that should be adopted are as follows:  
Provide guidance throughout the writing process, i.e. Pre- Writing, Drafting, Revising, Editing, and Publishing.  
Encourage students to improve their technical skills in writing
- d) **Testing:** The examinations will be conducted as per the norms of the university.

## **SUGGESTED READINGS**

### **Books**

1. Padley, Sudhir S. *English Grammar and Writing Skills*. Chennai: Notion Press, 2017. Print
2. Hosler, Mary Margaret. *English Made Easy*. Delhi: McGraw, 2013. Print.
3. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008. Print.
4. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013. Print.
5. Rani, D Sudha, TVS Reddy, D Ravi, and AS Jyotsna. *A Workbook on English Grammar and Composition*. Delhi: McGraw, 2016. Print.
6. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018. Print.
7. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013. Print.
8. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013. Print.

### **Websites**

1. [www.youtube.com](http://www.youtube.com) (to watch standard videos)
2. <http://learnenglish.britishcouncil.org/en>
3. <https://owl.english.purdue.edu/>

**ABILITY ENHANCEMENT COMPULSORY COURSE  
(BASIC COMMUNICATION SKILLS)**

**COURSE NAME: PUNJABI**

**COURSE CODE: EDU151C**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**OBJECTIVES:**

- fJ; g/go dkwzst ejkDh s/ eftsk dhk g[;seK dk fBeN nfXn?B eoBk j?.
- ftfdnkoEhnK B {z b/ye d/ ihtB s'A GKs ikD { eotkT[Dk j?.
- gzikph ;kfjs ftZu b/yeK dh G {fweK pko/ ikDekoh d/Dk j?.
- ouBktK ftZu'A ftukoK B {z rqfjD eoB dh ; {M g?dk eoBk j?.
- ;kfjs o {gK ns/ nbzekoK ;zpzXhikDekoh d/Dk j?.
- □ ਾਠਕਮ

1. nkX[f[fBe ekft-- ;zrw, ;zgz -vkH ;[fszdof;zx B {o, gpbhe/PB fpT {o', gzikp :B {htof;Nh, uzvhrVQ
2. eEk ejkDh, ;zgzH vkHXBtzs e"o, gpbhe/PB fpT {o', gzikp : {Bhtof;Nh, uzvhrVQ
3. eth dkihtB, ouBk ns/ :rdkB
4. bx { gqPB
5. tnkeoD

**COURSE CONTENT**

**UNIT- I**

- nkX[fBe ekft- ;zrw g[;se ftZu'A gq;zr ;fjs ftnkfynk (d' ftZu'A fJZe)
- eftsk dk e/Adoh Gkt dZ; e/ ;ko (d' ftZu'A fJZe)

**UNIT- II**

- eEk -ejkDh (gfjbhnK S/ ejkDhnK d/ gq;zr ftZu) ftZu'A fe;/ fJZe ejkDh dk ;ko (fszB ftZu'A fJe)
- fBoXkos ethnK ftZu'A fe;/ fJe dk ihtB, ouBk ns/ ;kfjse :rdkB (g {oB f;zx, w'jB f;zx, ;[oihs
- gkso, nzfwqsk gqhs, ਸਿਵੇ[wko pNkbth) (fszB ftZu'A fJe)

**UNIT- III**

- nkX[fBe ekft ;zrw ns/ eEk p'X (gfjbhnK S/ ejkDhnK d/ gq;zr ftu) T[go nkXkfos bx { gqPB

**UNIT- IV**

- b/y (500 ਸਬਦਾਂ ਵਿਚ) ubzs wkwfbnK, ;wkfie w;fbnK, ਭਾਸ਼ਾ ns/ gzikph ;fGnkuko Bkb ;zpzfXs (uko ftZu'A fJe)
- ftPokw fuzBQ
- ਸੁਯ-ਅਸੁਯ ns/ nr/so- fgS/so

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. ethnK dhNk eftsktK nbZr- nbZr ekft ;zrqfjnK ftZu'A bJhnK ikDrhnK.
2. eEk p'X- ;zgzokw ;o{g nDyh (2006), gpbhe/PB fpT{o' uzvhrVQ
3. gzikph डाम्ना fbgh ns/ ftnkeoB – vkHMod/t f;zx frZb(2006) b'e rhs gqekPB, b[fXnkDk.
4. gzikph nfXn?B s/ nfXnkgB d/ w[Yb/ ;zebg – ihs f;zx i'Ph (1999), tko;ऋkj ckT{Av/PB nzfwqs;o
5. gzikph ;kfjs dh T[sgsh s/ ftek; - gofwzdof;zx, feogkbf;zx e;/b(1968), bkj"o p[ZePkg b[fXnkDk
6. nkX[fBe gzikph ;kfjs dh o{go/yk (1850 s'A 1970) - i'frzdof;zx(2002) gpbhe/PB fpUo', gzikph :{Bh, gfNnkbk
7. gzikph ;kfjs dk fJfsjk; - (nkX[fBe ekb 1901 s'A 1995 sZe)- vk ai;ftzdo f;zx, vka wkB f;zx YhAv;k(1997), gpbhe/PB fpU[o', gzikph :{Bh agfNnkbk
8. nkX[fBe gzikph eftsk -gfotosB s/ gqftoshnK- vka G{fgzdo e"o (2004), sob'uB gpfb;oi, uzvhrVQ.
9. nkX[fBe gzikph ekft XkoktK d/ ftukoXkokJh nkXko – vka eowihf f;zx(1983), r{o{ BkBe d/t :{Bha nzfwqs;o
10. nkX[fBe gzikph eftsk dk ;[ji Pk;so- vka :'roki(1998), Gkosh- ro[g nkc gpbhe/PB, uzvhrVQ.
11. gzikph ftnkeoD- p{Nk f;zx prV, tko;ऋkj ckT{Av/PB, nzfwqs;o.
12. Gqrshtkd -vkH;[fozdo e[wko dt/Pto (2008), b'erhs gqekPB, b[fXnkDk.

## ABILITY ENHANCEMENT COMPULSORY COURSE (BASIC COMMUNICATION SKILLS)

**COURSE NAME: HINDI**  
**COURSE CODE: EDU151D**

L	T	P	CR
3	0	0	3

### OBJECTIVES:

- लनघणररत ग्रंथों के माध्यम से छात्रों की शब्दावि और समझ कौशि को बढाना।
- छात्रों के पढने और िेखन कौशि को बढाना।
- लशक्षार्थयों को वास्तलवक जीवन में बैठकों में प्रभावी ढंग से और उलित तरीके से संवाद करने में सक्षम बनाना।
- पाठ्यक्रम में अध्ययन के उद्देश्य के लिए हहदी का प्रभावी ढंग से उपयोग करना।
- हहदी के सामालजक-सांस्कृतक पहि के बारे में छात्रों को जागरूक करना।
- भाषा के माध्यम से अपने सम्प्रेषण कौशि का लवकास कर सकेंगे।
- िार भाषा कौशि के उपयोग को लवकलसत और ँकीकृत करना यानी पढना, सुनना, बोिना और लिखना।

### COURSE CONTENT

#### UNIT- I

1. ih<dI swihĒX kw eiqhws (kyvl Awidkwl)[ Awidkwl kw nwmkrx, piriáiQqXW, pRv=iÁXW, c<dvrđwe~ AOr anky p=İvIrwj rwsó kI pRmwixkqW/ ApRmwixkqW[

#### UNIT- II

1. स्वर और वयंजन
2. ÚXwkrx : s<zw, sv~nwm, ikRXw, ivSy†x, ikRXw-ivSy†x
3. वाक्य सरिना



### UNIT- III

□ dlipkw (AwDuink ihNdi kwÛX) : sMpw. fW. Hymrwj inm~m, p<jwbI ivÛviv'wIX pRkwSn[

inDw~irq apro#q puáqk my< sy inMniliKq C: kivXo< kI inDw~irq kivqwE<

1. jXS<kr pRswd : Aw<sU, pRym piQk
2. sUX~kw<q iZpwTI 'inrwlw' : jUHI kI kII, iB@uk, ivDvw
3. suimZwn<dn p<q : qwj, Bwrq mwqw
4. AzyX : myrw cyhrw adws, svyry aTw qo
5. svy~ÛvrdXwl s#synw : ivgq IXwr, poátr AOr AwdmI
6. kydwrnwQ is<h : Pwgun kw gIq, Swrd pRwQ, bwdl Ao

dlipkw :- AwlocnwĚmk pRÛn (kiv/lyKk-pircX/renw kw swr/renw smI@w, a"yÛX, cirZ-icZx Awid)

### UNIT- IV

□ Qky pWv (apNXws): Bgvqlcrx vmw~, rwjpwI E&f sNj, idØII [

Qky pWv: AwlocnwĚmk pRÛn (kiv/lyKk-pircX/renw kw swr/renw smI@w,a"yÛX,cirZ-icZx Awid)

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### ABILITY ENHANCEMENT COMPULSORY COURSE (ENVIRONMENTAL STUDIES)

**COURSE NAME: ENVIRONMENTAL STUDIES**  
**COURSE CODE: EDU152**

L	T	P	CR
2	0	0	2

**OBJECTIVES:** To enable the student teachers to:

1. Understand the meaning, scope and importance of environmental education.
2. Study the aspects of environmental problems.
3. Recognize the potential impacts of the global ecosystem and its inhabitants, solutions for these problems as well as environmental ethics which they should adopt to attain sustainable development.
4. Comprehend the structure and function of the ecosystem.
5. Understand the levels of biological diversity, genetic, species and ecosystem diversity.
6. Know the causes of Environmental Pollution.
7. Understand different Environmental Policies and Practices.
8. Study the role of human Communities towards the Environment.

## **COURSE CONTENT**

### **UNIT- I**

#### **Introduction to Environment**

- Definition, components and types of Environment.
- Meaning of Environmental studies and its Multidisciplinary nature.
- Scope and importance; the concept of sustainability and sustainable development.

#### **Natural Resources: Renewable and Non- Renewable Resources**

- Land resources and land-use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on the environment, forests, biodiversity and tribal population.
- Water: Use and over-exploitation of surface and groundwater, floods, droughts.
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources.

### **UNIT- II**

#### **Ecosystems**

- Concept of Ecosystem, Structure and function of the ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.
- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystem

#### **Biodiversity and Conservation**

- Levels of biological diversity: genetic, species and ecosystem diversity;
- Biogeographic zones of India.
- Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts; Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity.

### **UNIT- III**

#### **Environmental Pollution**

- Environmental Pollution: Types, Cause, Effects and control; Air, Water, Soil and Noise Pollution.
- Nuclear hazards and human health risks.

#### **Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impact on human communities and agriculture.
- Environment Laws: Environment Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act.

### **UNIT-IV**

#### **Human Communities and the Environment**

- Human Population growth: Impacts on environment, human health and welfare.
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley.
- Environmental ethics: Role in environmental conservation.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Visit to an area to document environmental assets: River/ Forests/ Flora/ Fauna etc.
2. Visit to a local polluted site- Urban/ Rural/ Industrial/ Agricultural.
3. Study of common plants, insects, birds and basic principles of identification.
4. Study of simple ecosystems- Pond, River etc.
5. Prepare a report on case studies related to different components of the syllabus.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Gyga, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press.
3. Gleeson, B., & Low, N. (eds.) (1999). *Global Ethics and Environment*, London, Routledge.
4. Glelok, P. H. (1993). *Water in Crisis*. Pacific Institute for Studies in Dev., Environment and Security. Stockholm Environmental Institute, Oxford Univ. Press.
5. Groom, Martha, J., Gary K. Meffe, & Carl Ronal Caroll (2006). *Principles of Conservation Biology*. Sunderland: Sinauer Associated.
6. Grumbine, R. Edward, & Pandit, M. K. (2013). Threats from India 's Himalaya dams. *Science*, 339: 36- 37.
7. McCully, P. (1996). *Rivers no more: the environmental effects of dams* (pp. 29- 64). Zed. Books.
8. McNeill, John, R. (2000). *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E. P., Odum, H. T., Andrews, J. (1971). *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I. L., Gerba, C. P., & Brusseau, M. L. (2011). *Environmental and Pollution Science*. Academic Press.
11. Rao, M. N., & Datta, A. K. (1987). *Wastewater treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P. H., Hassenzahl, D. M., & Berg, L. R. (2012). *Environment*. 8<sup>th</sup> Edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Nobel, M. L. (2001). *Environmental law and policy in India*. Tripathi.
14. Sengupta, R. (2003). *Ecology and Economics: An approach to sustainable development*. OUP.
15. Singh, J. S., Singh, S. P., & Gupta, S. R. (2014). *Ecology, Environmental Science and Conservation*. New Delhi: S. Chand Publishing,
16. Sodhi, N. S., Gibson, L., & Raven, P. H. (eds.) (2013). *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.

17. Thapar, V. (1998). Land of the Tiger: A Natural History of the Indian Subcontinent.  
 18. Warren, C. E. (1971). Biology and Water Pollution Control. WB Saunders.  
 19. Wilson, E. O. (2006). The Creation: An appeal to save life on earth. New York: Norton.

**FIELD ENGAGEMENT / INTERNSHIP / DEVELOPING CRITICAL SKILLS**

**COURSE NAME: TEACHER ASSISTANCE**  
**COURSE CODE: EDU131B**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

**Duration: 1 Week**

Teacher assistants (also known as teacher ‘s aides) work with teachers and children and perform a wide variety of tasks. Teacher assistant typically performs a well-blended combination of non-instructional and instructional duties, while working under the supervision of the teacher. These assistants work with individual students or small groups of students to provide more specialized instruction and tutoring.

\*Pupil-teacher will provide assistance to the teacher by:

- Carrying out routine duties
- Working with children in their lessons
- Handing out materials
- Providing general supervision
- Recording grades/ marks
- Setting up equipment
- Review homework assignments
- Keep attendance records
- Help with coursework
- Help children with their reading and writing abilities
- Monitoring school campus behaviour
- These are suggestive. More activities can be added as per the requirement of the school.

**Semester- II**

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
1.	Perspectives in Education	Compulsory	EDU102	Early childhood, Childhood and Growing up	3	1	0	4
2.	Core Course	Elective	EDU142/ EDU146	History/ Geography	5/4	1	0	6/5
3.	Core Course	Elective	EDU146A	Geography Practical	0	0	2	1
4.	Core Course	Elective	EDU144/ EDU143/ EDU141/ EDU147	Political Science/ Sociology/ Economics / Psychology	5/4	1	0	6/5
5.	Core Course	Elective	EDU148	Psychology Practical	0	0	2	1
6.	Core Course	Elective	EDU170/ EDU171/ EDU172	Elective English-II/ Elective Hindi-II/ Elective Punjabi-II	5	1	0	6
7.	Ability Enhancement Compulsory Course	Elective	EDU191/ EDU192/ EDU193	Basic Communication Skills- II English/ Punjabi/ Hindi	3	0	0	3
8.	Ability Enhancement Compulsory Course	Compulsory	EDU194	Environmental Studies-II	2	0	0	2
9.	Field Engagement / Internship/ Developing Critical Skills	Compulsory	EDU180	Interacting child's parents	0	0	1 Week	1
GRAND TOTAL								28

## PERSPECTIVES IN EDUCATION

**COURSE NAME: EARLY CHILDHOOD, CHILDHOOD AND GROWING UP**  
**COURSE CODE: EDU102**

L	T	P	CR
3	1	0	4

**OBJECTIVES:** At the end of the semester, students will be able to:

1. Discuss physical, cognitive, and emotional development that occurs from infancy through childhood
2. Discuss physical, cognitive, and emotional development that occurs during adolescence
3. Discuss physical, cognitive, and emotional development that occurs in adulthood
4. Reflect on the role of the socio-cultural context in shaping human development.
5. Identify various perspectives of childhood
6. Understand the adolescence stage of human development.
7. Understand the problems of childhood and adolescence and their assessment and treatment.

### COURSE CONTENT

#### UNIT- I: Early childhood

- Physical development in Early childhood
  - ✓ Body growth: Brain development, Influences on physical growth and health
  - ✓ Motor development
- Cognitive development in Early childhood
  - ✓ Information processing
  - ✓ Language development and speech
- Emotional and Social Development in Early childhood
  - ✓ Self- Understanding,
  - ✓ Emotional development
  - ✓ Peer relations
  - ✓ Foundations of Morality

#### UNIT- II: Middle childhood

- Physical development in middle childhood
  - ✓ Body Growth
  - ✓ Health Issues
  - ✓ Motor Development and Play
- Cognitive development in middle childhood
  - ✓ Information processing
  - ✓ Individual differences in mental development
  - ✓ Language development
  - ✓ Learning in school
- Emotional and Social Development in Middle Childhood.
  - ✓ Self- Understanding
  - ✓ Emotional development
  - ✓ Understanding others: Perspective taking
  - ✓ Moral development
  - ✓ Peer relations
  - ✓ Family influences
  - ✓ Some common problems of development

- Challenges and Solutions for the Safety of Children in the Community

### **UNIT III: Adolescence**

- Physical development in adolescence
  - ✓ Puberty- The physical transition to adulthood
  - ✓ The Psychological Impact of Pubertal events
  - ✓ Health issues
- Cognitive development in adolescence
  - ✓ An Information- Processing View of Adolescent cognitive development
- Emotional and social development in adolescence
  - ✓ Alienation
  - ✓ Identity crisis
  - ✓ Interpersonal relationships
  - ✓ Moral development
  - ✓ Career choices
  - ✓ The family
  - ✓ Peer relations
  - ✓ Brain drains
  - ✓ Impact of Media

### **UNIT IV: Childhood and Adolescence problems: Assessment and Treatment**

- Assessment and treatment of childhood problems (Behavioural and psychosocial):
  - ✓ Managing common problems: Eating problems, Toileting, Habits and Tics, Sleep, Sexuality and Sexual Problems, Depression, Disruptive Behaviour.,
- Assessment and treatment of adolescence problems (Behavioural and psychosocial):
  - ✓ Problems of adjustment, Understanding of emotional disturbance and risk behaviour, Identity Crisis, Parent-child conflict, Emotional Problems, Juvenile delinquency, School Attendance Problems, Anorexia Nervosa, Drug Abuse, Attempted Suicide, Internet addiction

### **INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. Based on that prepare a report about understanding childhood.
2. Prepare a case study of a girl child from a minority community or a Dalit household or a tribal community.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slums, Dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.
4. View any two movies out of the following (The list is only suggestive, not prescriptive)
  - ✓ Smile Pinky (2008)
  - ✓ Born into Brothels (2014)
  - ✓ Salaam Bombay (1988)
  - ✓ Slumdog Millionaire (2009)
  - ✓ Gippie (2013)

Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence

5. Collect five stories that children are told by elders from their nearby community. Discuss them in your class.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of

creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York
2. Hurlock, E.B. (2003). *Child Growth and Development*, Tata Mc Graw - Hill Education
3. Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi
4. Mishra, A (2007). Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) *Childhood in South Asia*. New Delhi: Pearson Education India
5. Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF.
6. Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), *Readings on the Development of Children*. New York: WH Freeman and Company
7. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, Research and Applications in India*. New Delhi. Sage
8. Sharma, N (2011). *Understanding Adolescence*, NBT, New Delhi, India
9. Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi
10. Aggarwal, J.C. (2009). *Essentials of Educational Psychology*. Vikas Publishing House Pvt. Ltd.: New Delhi.
11. Berk, L.E., (2000). *Childhood to Adolescence*. McGraw Hill Company, London 2.
12. Berk, L.E., (2007). *Development through the life span*. Pearson Educational, New Delhi.
13. Bhatia, K.K. (2008). *Bases of Educational Psychology*. Ludhiana: Kalyani Publishers.
14. Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
15. Collins R (1979). *The Credential Society: An Historical Sociology of Education and Stratification*. New York: Academic Press.
16. Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
17. Gupta D (1991). *Social Stratification*. New Delhi: Oxford University Press.
18. Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice-Hall of India.
19. Sharma K.L. (1999). *Social Inequality in India: Profiles of Caste, Class and Social Mobility*. Jaipur: Rawat Publications.
20. Sandra Goss Lucas, Douglas A. Bernstein (2014). *Teaching Psychology: A Step-By-Step Guide*, Second Edition. Psychology Press: New York.
21. Woolfolk, A. (2012). *Educational Psychology*, 12/E. Pearson publisher: New Delhi.
22. Kerfoot, M, & Butler, A (1988). *Problems of Childhood and Adolescence*. London: MacMillan Education Ltd.
23. Schroeder, C.S., & Gordon, B. N. *Assessment and Treatment of childhood problems- A Clinician 's Guide* (2<sup>nd</sup> Ed.). New York: The Guilford Press.
24. Berk, L. E. (2008). *Exploring Lifespan Development* (1<sup>st</sup> Ed.). New York: Allyn and Bacon.



**CORE COURSE  
(HISTORY)**

**COURSE NAME: HISTORY OF INDIA 1200-1750 A.D.**  
**COURSE CODE: EDU142**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** To enable student teachers to:

1. Discuss the important phases of Indian history with the beginning of the Turkish invasion which had a tremendous influence on Indian society and polity.
2. Discuss the politics and establishment of new forms of the political institution from the period 1200 to 1750 A.D.
3. Explain in detail study the rise of new languages, religious beliefs and social customs.
4. Understand the main trends in Indian history before the advent of British power.

**COURSE CONTENT**

**UNIT-I**

- Establishment and Consolidation of the Delhi Sultanate: The conquests of Muizuddin of Ghor and their impact; the consolidation of Turkish rule under Iltutmish and Balban
- The Khaljis: The Conquests of Alauddin Khilji; his administrative, agrarian and market reforms
- The Tughluqs: Muhammad bin Tughluq 's administrative experiments and their impact; Feroze Shah Tughluq's administrative and economic reforms and their consequences

**UNIT-II**

- The Vijaynagar Kingdom: Establishment and expansion; administration and Economy
- Foundation of Mughal Empire: Political conditions of India on the eve of Babur 's invasion; conquests of Babur; causes of his success.
- The Afghans: Establishment of the second Afghan empire under Sher Shah Suri and his administrative reforms

**UNIT-III**

- The Mughal Empire under Akbar: His relations with the chiefs of Rajputana; his religious policy; his civil administration
- The Reigns of Jahangir and Shahjahan: The influence of Nurjahan on Mughal politics; the Deccan policies of Jahangir and Shahjahan
- The Decline of the Mughal Empire: Causes responsible for the decline; responsibility of Aurangzeb

**UNIT-IV**

- The Rise of the Marathas: Shivaji and his administration
- Bhakti Movement: Causes responsible for the rise of Bhakti movement; main features; prominent Bhakti saints

**MAP**

- Important Historical Places-Lahore, Delhi, Agra, Mathura, Fatehpur Sikri, Chittor, Jaipur, Udaipur, Panipat, Lucknow, Ahmednagar, Poona, Surat, Golconda, Bijapur, Daultabad
- The empire of Alauddin Khalji
- The Mughal Empire under Aurangzeb

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Prepare a project report on the rise of new languages, religious beliefs and social customs pertaining from 1200 to 1750 A.D.
2. A report on Important Historical Places in India with their detailed history.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Bakshi, S.R. & Sharma, S.K. (2008). Maratha Diplomacy and Foreign Policy. New Delhi: Deep & Deep Publications.
2. Basham, A.L. (1992). The Wonder that was India. Calcutta: Rupa Books.
3. Chand, D.P. & Rajshree, S. (2006). Landmarks in Indian History 1 (Ancient & Medieval). Ludhiana: Kalyani Publishers.
4. Chandel, L.S. (1989). Early Medieval State- the study of Delhi Sultanate. New Delhi: Commonwealth Publisher.
5. Chandra, S. (2009). History of Medieval India. Hyderabad: Orient Black Swan Publishers.
6. Chattopadhyaya, D.P. & Grewal, J.S. (2006). Religious Movements and
7. Institutions in Medieval India. London: Oxford University Press.
8. Chaurasia, R.S. (2002). History of Medieval Indian: from 1000A.D to 1707 A.D. New Delhi: Atlantic Publishers.
9. Habib, I. (1998). Medieval India-1. London: Oxford University Press.
10. Jayapalan, N. (2007). History of India. Vol. 2. New Delhi: Atlantic Publishers.
11. Keene, H.G. (2000). The Fall of the Moghul Empire. New Delhi: Atlantic Publishers.
12. Khanna, M. (2009). Cultural History of Medieval India. Hyderabad: Orient BlackSwan.
13. Malleon, G.B. (2006). Akbar & the Rise of The Mughal Empire. New Delhi: Rupa & Co.
14. Murthy, K.S. (2008). Medieval Indian Culture and Political Geography. New Delhi: APH Publishers.
15. Naravane, M.S. (2008). Battles of Medieval India (A.D 1295-1850). New Delhi: APH Publishers.
16. Nath, R. (2008). Medieval Indian History and Architecture. New Delhi: APH Publishers.
17. Seshan, R. (2006). Medieval India: Problems and Possibilities. Jaipur: Rawat Publication.
18. Sharma, B.N. (1966). Life in Northern India. New Delhi: Munshiram Manohar Lal Publishers.
19. Thapar, R. (1966). A History of India. Vol I. New Delhi: Penguin Books.

**CORE COURSE  
(SOCIOLOGY)**

**COURSE NAME: SOCIAL INSTITUTIONS**  
**COURSE CODE- EDU143**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** To enable student teachers to:

1. Describe the concept of social Institutions
2. Describe various Institutions in society objectively and intrinsically.
3. Highlight characteristic features of social institutions like marriage, family and kinship.
4. Describe political and cultural and economic institutions, their meaning, features and functions.

**COURSE CONTENT**

**UNIT- I**

- Institutions-meaning features; Normative and relational aspect of Institutions.
- Types-social, political, economic and cultural.
- The difference among institutions, associations, society and groups.

**UNIT- II**

- Social Institutions
- Marriage - types; monogamy and polygamy, rules of mate selection, changing trends.
- Family- meaning, types (joint, nuclear), structure, function, development cycle and changing trends
- Kinship- meaning, significance and a brief understanding of incest, consanguinity, affinity, clan, lineage.

**UNIT- III**

- Political institutions– meaning, types (monarchy, democracy, totalitarianism, dictatorship) and functions.
- Economic institutions– meaning, features and functions, property, division of Labor (Emile Durkheim)

**UNIT-IV**

- Cultural institutions – Religion: meaning, types, functions (Emile Durkheim & Max Weber)
- Educational institutions – meaning, types (formal, informal, non- formal)

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Create a poster that compares the theories of the origin of society.
2. Design and carry out school and community-based projects to address a local aspect of a social problem
3. Distinguish fact from opinion in data sources to analysis various points of view about a social issue

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Aron, R. (1967). Main Currents in Sociological Thought. Vols. I & II, New York: Penguin.
2. Christensen, H. (1964). Handbook of Marriage & Family. New Delhi: Ailyn and Bacon.
3. Durkhiem, E. (1960). The Division of Labour in Society. Illinois: Free Press of Glencoe.
4. Fox, R. (1967). Kinship and Marriage: Anthropological Perspective. Baltimore: Penguin Books.
5. Giddens, A. (2001). Sociology: A Textbook. London: Polity Press.
6. Haralambos, M. (1998). Sociology: Themes and perspectives. New Delhi: Oxford University Press.
7. Jayapalan, N. (2007). Indian Society and Social Institutions. New Delhi: Atlantic Publishers.
8. Johnson, H.M. (1980). Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
9. Jones, M.W.H. (1971). The Government and Politics of India. London: Hutchinson University Press.
10. Kar, P.K. (1998). Indian Society. New Delhi: Kalyani Publishers.
11. Macionis, J.J. (2005). Society: The Basics. New York: Prentice-Hall.
12. Madhurima (2009). Readings in Sociology. Part- 1. Jalandhar: New Academic Publishing Co.
13. Oberoi, P. (1997). Family, Kinship, and Marriage in India. London: Oxford University Press.
14. Pandey, J. (2002). Social Development. New Delhi: APH Publishers.
15. Parelins, A.R. (1978). The Sociology of Education. New Jersey: Prentice- Hall.
16. Patel, T. (2005). Family in India: Structure and Practice. New Delhi: Sage Publications.
17. Rao, C.N. (2009), Sociology of Indian Society. New Delhi: S. Chand Publishers.
18. Rao, C.N. (2009). Sociology: Principles of Sociology. New Delhi: S. Chand Publishers.
19. Ray, R. & Katzenstein, M.F. (2006). Social Movements in India: Poverty, Power and Politics. London: Oxford University Press.
20. Reddy, S.P. & Gangadhar, V. (2002). Indian Society- Continuity Change and Development. New Delhi: Commonwealth Publishers.
21. Sharma, R.K. (2008). Indian Society, Institutions and Change. New Delhi: Atlantic Publishers.
22. Sisodia, Y. S. (2008). India's Social, Economic and Political Development. Jaipur: Rawat Publications.

## CORE COURSE (MATHEMATICS)

**COURSE NAME: CALCULUS**

**COURSE CODE: EDU167**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Describe the concept of differential calculus like the definition of the limit of function continuity of functions and classifications of discontinuities.
2. Understand and apply the rule of successive differentiation.
3. Use Leibnitz theorem.
4. Trace curves for cartesian and parameter coordinates.
5. Use reduction for values of integral calculus like definite integral, the surface of solids of revolutions.
6. Compute ordinary differential equations; first order and higher degree equations solvable x.y.p

7. Describe assumptions, properties and use of compute conjugate diameter hyperbola.
8. Describe concepts of central coincides, paraboloids and conicoid.

## **COURSE CONTENT**

### **UNIT- I DIFFERENTIAL CALCULUS**

- Definition of the limit of a function, basic properties of limits, continuous functions and classification of discontinuities. Successive differentiation, Leibnitz theorem, indeterminate forms, asymptotes curvature, tests for concavity and convexity, points of inflection, multiple points, tracing of curves. (Cartesian and parametric coordinates only).

### **UNIT- II INTEGRAL CALCULUS**

- Reduction formulae: definite integrals. Quadrature and rectifications volumes and surfaces of solids of revolution

### **UNIT-III INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS**

- Basic definitions: order and degree of the differential equation, formulation of differential equations, General, particular, explicit, implicit and singular solutions of a differential equation, integral curves, isoclines.
- First-order differential equations: Linear differential equation, variables separable and equations reducible to this form, homogeneous equations and equations reducible to homogeneous form. Exact differential equations and integration factors. Bernoulli equations and Geometrical interpretation of first-order differential equation, applications.

### **UNIT- IV ORDINARY DIFFERENTIAL EQUATIONS**

- Exact differential equations, first-order higher degree equations solvable for x.y.p. clearcut's form and singular solutions, the geometrical meaning of a different equation, orthogonal trajectories linear differential equations with constant coefficients, homogeneous linear ordinary differential equations Linear differential equations of second order, the transformation of the equation by changing the dependent variable/ the independent variable, method of variations of parameters.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Quiz based on Differential calculus, Geometry
2. Puzzles
3. TRANSACTIONAL MODALITIES
4. Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## **SUGGESTED READINGS**

1. Acharya, B.P. & Das R.N. (1998). Fundamentals of Differential Geometry. New Delhi: Kalyani Publishers.
2. Gupta, S. (2006). Calculus of Variations with Applications. New Delhi: PHI Pvt Ltd.
3. Jain, P.K. & Kaushik, S.K. (2000). An Introduction to Real Analysis. New Delhi: S. Chand & Co.
4. Kishan, H. (2007). Integral Calculus. New Delhi: Atlantic Publishers.

5. Kishan, H. (2007). Vector Algebra and Calculus. New Delhi: Atlantic Publishers.
6. Kreyszig, E. (1999). Advanced Engineering Mathematics. New Delhi: John Wiley and Sons.
7. Muray, D.A. (1967). An introductory course in Differential Equations. New Delhi: Orient Longman.
8. Murray, R.S. (1967). Theory and Problems of Advanced Calculus. New York: Schaum Publishing Co.
9. Prasad, G. (2002). Integral Calculus. Allahabad: Pothishala Pvt. Ltd.
10. Prasad, G. (2004). Differential Calculus. Allahabad: Pothishala Pvt. Ltd.
11. Shanker, A.G. (1994). Numerical Integration of Differential Equations. New Delhi: Deep & Deep Publications.
12. Widder, F. (2008). Advanced Calculus. New Delhi: PHI Pvt Ltd.

**CORE COURSE  
(POLITICAL SCIENCE)**

**COURSE NAME: POLITICAL THEORY- II**

**COURSE CODE: EDU144**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Describe and differentiate the meaning and features of the concept of power, authority and legitimacy;
2. Explain the meaning, characteristics and significance of the term political culture;
3. Discuss the meaning of political socialization, its relevance and different agents of political socialization;
4. Analyze the interrelationship between political culture and political socialization;
5. Understand the concept of rights and duties of education;
6. Know the human rights, meaning, and significance of the universal declaration of human rights.
7. Describe the significance of environmental education and its protection;
8. Differentiate the concept of liberty, equality and justice, their kinds and their significance to the civic society and explain how three of these are complementary to each other;
9. Describe the concept, theories and types of democracy and how it can be made more practical.

**COURSE CONTENT**

**UNIT- I**

- Power, authority, legitimacy: meaning and characteristics
- Political culture: meaning, characteristics and types
- Political socialization: meaning, characteristics and agencies; the role of education in political socialization

**UNIT- II**

- Rights and duties: meaning, types and relation between the two; essentials of education for practicing rights and duties
- Universal declaration of human rights

**UNIT- III**

- **Liberty:** meaning, types of its safeguards
- **Equality:** meaning, types and relationship between liberty and equality
- **Justice:** meaning and its various dimensions

#### UNIT-IV

- Democracy: meaning, characteristics and types, education for strengthening democracy.
- Theories of democracy: Liberal, Marxian and Elitist
- Democracy and local self-government

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Powerpoint presentation on the practicing rights and duties
2. Report on the real sense of Equality in India

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Ashirvatham, E. (1985). Political Theory. New Delhi: S. Chand & Company.
2. Badyal, J.S. (2007). Political Theory. Jalandhar: Raj Publishers.
3. Bhattacharya, D.C. (1981). Political Theory. Calcutta: Vijay Publishing House.
4. Easton, D. (1960). The Political System. Calcutta: Scientific Book Agency.
5. Jain, M.P. (1985). Political Theory. New Delhi: Guild Publication.
6. Johri, J. C. (1979), Principles of Political Science. New Delhi Sterling Publishers.
7. Kapoor, A.C. (1950). Principles of Political Science. New Delhi: S. Chand & Company.
8. Macphesson, C. B. (1979). Democratic Theory. London: Oxford Press.
9. Verma, S.P. (1974). Political Theory. New Delhi: Geetanjali Publishing House.

#### CORE COURSE (GEOGRAPHY)

**COURSE NAME: PHYSICAL GEOGRAPHY  
(CLIMATOLOGY AND OCEANOGRAPHY)**

**COURSE CODE: EDU146**

**OBJECTIVES:** To enable the student teachers to:

- Division of atmosphere.
- Define climatology and discriminate climate and weather.
- Describe physical structure of the atmosphere and highlight attributes of each
- Discuss meaning and distribution and its types of insolation.
  - Discuss various types of atmosphere distribution like tropical cyclones, temperate cyclones and anticyclones.
- Enumerate and describe characteristics of each of the forms of condensations, precipitation forms.
- Describe bases of various classifications of climate.
  
- Describe movements of oceanic waters, and explain characteristics features of waves and currents.

L	T	P	C R
4	1	0	5

- Define the concept of oceanology; explain its features and factors controlling world patterns of distributions of
- temperature and salinity.
- Describe the type of marine flora, fauna and deposits and give reasons how these may be used as a storehouse of resources for the future.

## **COURSE CONTENT**

### **UNIT- I**

- Definition of climatology: climate and weather
- Climate: Elements and control
- Physical structure of the atmosphere: troposphere, tropopause, stratosphere and attributes of these three divisions
- Physical and chemical of the atmosphere: dust particles, vapour particles, active gases and inert gases
- Insolation and temperature: horizontal distribution of insolation, vertical and horizontal and annual, seasonal and diurnal distributions of temperature

### **UNIT- II**

- Atmospheric pressure and winds distribution: atmospheric disturbances (tropical cyclones, temperate cyclones and anticyclones)
- Atmospheric moisture: forms of condensation  
Cloud, dew, fog, frost and snow.

Precipitation form and type world pattern of precipitation: spatial and seasonal Climatic classifications and their bases: elementary discussion of Koppen's classification of climates and climatic type.

- Role of climate in human life: atmospheric population and global warming -general causes, consequences and measures of control.

### **UNIT- III**

- Oceanography: definition, the topography of ocean basin; continental shelf, continental slope, deep seaplane and oceanic deep. Features: trench, trough, oceanic ridge, guyots, seamount.
- Factors controlling the world patterns of distribution of temperature and salinity in the ocean water. Tides and currents.

### **UNIT-IV**

Movement of ocean water: waves and current, surface current of the ocean.

- Marine flora, fauna and deposits, corals.
- Oceans as storehouse of resources for the future

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

- The teacher will assign to record temperature in the locality of the students for one week and report the implications of this recording. In case it is possible, short field trips may be organized.
- The teacher will assign a collection of Flora, Funna and Deposits from the respective area of habitation of students.
- Throughout the course, the conscious effort will be made the students aware of the significance of climate Human life. Slides, photographs, documentaries on oceans maybe used to illustrate the various aspects of oceanography.
  - Project report on Role of climate in human life
- □ Seminar on storehouse of resources for the future.



## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## **SUGGESTED READINGS**

1. Alkazi, Feisal (2008). Exploring an Environment. Hyderabad: Orient Black Swan.
2. Bhutani, S. (2000). Our Atmosphere. New Delhi: Kalyani Publishers.
3. Chandna, R.C. (1998). Environmental Geography. New Delhi: Kalyani Publishers.
4. Chopra, G. (2006), Coastal and Marine Geography. New Delhi: Commonwealth Publishers.
5. Critchfield, H.J. (1975). General Climatology. New Delhi: Prentice-Hall of India Private Ltd.
6. Datta, A.K. (2005). Introduction of Physical Geology. New Delhi: Kalyani Publishers.
7. Gross, G. M. (1975). Oceanography: A View of the Earth. New Jersey: Prentice- Hall.
8. Gupta, K.R (2005). Environment: Problems and Policies. New Delhi: Atlantic Publishers.
9. Khan, N. (2001). An Introduction to Physical Geography. New Delhi: Concept Publishers.
10. Lal, D.S. (1989). Climatology. Allahabad: Chaitanya Publishing House.
11. Markandey, D.K. (2006). Our Environment. New Delhi: APH Publishers.
12. Mathew, J.R. (2004). Climatology. New York: McGraw Hill.
13. Mathur, A. (2000). Elements of Geology. New Delhi: PHI Publishers.
14. Monkhouse, F. J. (1959). The Principles of Physical Geography. London: University of London Press.
15. Pattersen, S. (2000). Introduction to Meteorology. London: McGraw Hill Book Co.
16. Shanna, R.C. and Vatel, M. (2005). Oceanography for Geographers. Allahabad: Chetnya Publishers.
17. Singh, S. (2004). Climatology. Allahabad: Prayag Pustak Bhavan.
18. Stringer, E. T. (1982). Foundations of Climatology. New Delhi: Surjeet Publications.
19. Trewartha, G.T. (1980). An Introduction to Climate. New Delhi: McGraw Hill Book Co.

**CORE COURSE  
(GEOGRAPHY)**

**GENERAL CARTOGRAPHY (Practical)**

**Course Code: EDU146A**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Practical No.1**

Cartography as a Science of Communication, Basics of Map Reading, Map-Definition, Classification and Significance of Map.

**Practical No. 2**

Scale: Definition, Importance and Types of Scale, Two exercises in practical record each on Plain and Comparative scale.

**Suggested Readings:**

1. F.J. Monkhouse and H.R. Wilkinson (1972) Maps and Diagrams, Methuen and Co. Ltd., London.
2. L.R. Singh and Raghuvander Singh (1973), Map Work and Practical Geography, Central Book Depot, Allahabad.
3. R.L. Singh and P.K. Dutt (1968), Elements of Practical Geography, Students friends Allahabad.
4. Singh Gopal (2004) 4th edition, Map work and Practical Geography, Vikas Publication House.
5. Gupta, K.K. and Tyagi V.C., (1992), Working with Map, Survey of India, DST, New Delhi.
6. Mishra, R.P., and Ramesh, A. (1989), Fundamental of Cartography, concept Publishing.

**CORE COURSE  
(ECONOMICS)**

**COURSE NAME: INDIAN ECONOMY**

**COURSE CODE: EDU141**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** To enable the student teachers to:

1. Describe the concept and features of the Indian economy.
2. Analyze the pros and cons of Indian agriculture.
3. Discuss and differentiate financial system, tax structure, direction and composition of trade since independence.
4. Judge the achievement and features of Indian five-year plans and understand
5. Various economic problems like inflation, unemployment.

**COURSE CONTENT**

**UNIT- I**

- Features and Characteristics of Indian Economy: Agriculture; Importance of Agriculture; Causes of Backwardness and Low Productivity.
- New Agricultural Strategy, Green revolution and Critical Evaluation with Special Reference to Environmental Degradation.
- Land Reforms: Need, Implementation and Critical Evaluation.

**UNIT- II**

- Industry: Problems of Industrial Development; Public and Private Sector; Industrial Policy since 1956 with special emphasis on Recent Trends of liberalization; Role and Problems of Small- and Large-Scale Industries. Major large-scale industries: Iron & Steel, Cotton Textile, Petroleum & I.T.

### UNIT- III

- Indian Tax Structure: Principal Features, Division of Financial Resources between Centre and the States, Direction and Composition of Exports and Imports and Changes therein since Independence; Balance of Payment problem; Role of MNCs in India.

### UNIT-IV

- Planning: Objectives, Strategy and Achievements of Indian Planning; GST; meaning, advantage and disadvantage of GST in India.
- Major Indian Economic Problems: Inflation, Unemployment, Poverty and Population Growth; Introduction to Consumer Education and Consumer Protection (elementary ideas).

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Market survey on the problems on Inflation, Unemployment, Poverty and Population Growth etc.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Bajpai, P & Bhandari, L. (2009). Social and Economic Profile of India. Hyderabad: Orient Black Swan.
2. Datt, R. & Sundram, K.P.M. (2007). Indian Economy. New Delhi: S. Chand & Co.
3. Dhar, P.K. (1999). Indian Economy. Ludhiana: Kalyani Publishers.
4. Ghosh, A. (2004). Bhartiya Arth Vivstha. Patiala: Punjabi University.
5. Gill, J.S. (2004). Evolution of Indian Economy. New Delhi: NCERT.
6. Gupta, K.R. & Gupta, J.R. (2009). Indian Economy. New Delhi: Atlantic Publishers.
7. Jalan, B. (2008). India's Economy in the New Millennium. New Delhi: UBS Publishers.
8. Misra, S.K. & Puri, V.K. (2006), Indian Economy. Mumbai: Himalaya Publishing House.
9. Sen, R.K. & Chatterjee, B. (2008), Indian Economy. New Delhi: Deep & Deep Publications.
10. Singh, B. N. (2008). Economic Reforms in India. New Delhi: APH Publishers.
11. Singh, B.N. (2008). Indian Economy Today: Changing Contours. New Delhi: Deep & Deep Publications.
12. Singh, C.G. (2005). Bharti Arth Shastar. Patiala: Punjabi University.
13. Soni, R.N. (2008). Leading Issues in Agriculture Economics. New Delhi: S. Chand & Co.
14. Tandon, B. & Tandon, K.K. (1998). Indian Economy. New Delhi: Tata McGraw Hills Pub. Co.
15. Vasudeva, P.K. (2009). India & World Trade Organisation: Planning and Development. New Delhi: APH Publishers.

## CORE COURSE (PSYCHOLOGY)

**COURSE NAME: BASIC PSYCHOLOGICAL PROCESSES– II**

**COURSE CODE: EDU147**

L	T	P	CR
4	1	0	5

**OBJECTIVES:** To enable the student teachers to:

1. Understand the basic concepts of Psychology by focusing on practical aspects.
2. Understand the underlying biological causes of human behavior and Personality.
3. Apprehend the role of various cognitive processes.

### COURSE CONTENT

#### UNIT- I

- **Biological Bases of Behaviour:** Nervous System (Central and Peripheral), Glands (Endocrine and Exocrine), Neuron (Structure and function), Resting and Action Potentials. Synapse, Types of the synapse.
- **Memory:** Nature, Encoding, Storage and Retrieval. Types of memory– sensory, short term and long term.

#### UNIT- II

- **Motivation and Emotion:** Biogenic and Sociogenic motives, instincts, Drives and incentives.
- Intrinsic–Extrinsic framework. Content Theory, The need Hierarchy model, Conflicts and Frustration. Emotions: Development and Types of emotions.
- Theories of Emotions (James Lange & Cannon-Bard Theory). Physiological Correlates of Emotions.

#### UNIT- III

- **Personality:** Concept of Personality. Theories of Personality (Freud, Allport, Murray, Cattell & Eysenck), Five-factor model of personality (Costa & McCrae), Techniques of Assessment (Psychometric and Projective)

#### UNIT-IV

- **Measures of Variability:** Meaning and Characteristics of a good measure of variability, Measures of variability– Range, Quartile Deviation, Average, Standard Deviation, Variance with their merits and demerits.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
2. Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
3. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart

- and Winston, Inc., New York.
4. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.
  5. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice-Hall of India.
  6. Aron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.
  7. Coon, D.L., & Mitterer, J.O. (2007). *Introduction to Psychology; Gateways to Mind and Behaviour*. Thomson Wadsworth.
  8. Solso, R.L. (2007). *Cognitive Psychology*. Pearson Education, New Delhi.
  9. Hall, S.S. & Lindzey (1969). *Theories of Personality*. Wiley Eastern Ltd. New Delhi.
  10. Pinel, J.P.J. (2007). *Biopsychology*. Pearson Education, New Delhi.

**CORE COURSE  
(PSYCHOLOGY)**

**COURSE NAME: BASIC PSYCHOLOGICAL PROCESSES–II  
PRACTICAL  
COURSE CODE: EDU148**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Effect of Knowledge of Results on Performance.
2. Measurement of Motivation through drive induction or level of aspiration.
3. Projective techniques–incomplete sentence Blank.
4. Personality Inventory
5. Memory Span.
6. A public opinion survey.
7. Submit a report on Biological Bases of Behaviour
8. A seminar presentation on the type of Personality.

**CORE COURSE**

**COURSE NAME: ENGLISH  
COURSE CODE: EDU170**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** At the end of the semester, the students will be able to:

1. Make use of competence in all four skills i.e. listening, speaking, reading and writing.
2. Describe the implications of teaching/learning language through literature.
3. Develop the power of imagination through literature.

**COURSE CONTENT**

**UNIT- I**

- Poem No. 1 – Up-Hill (Christiana Rossetti)
- Poem No. 2 – The Ballad of Earl Haldan ‘s Daughter (Charles Kingsley) Poem No. 3 – The Man He Killed (Thomas Hardy)
- Poem No. 4 – A Passer-By (Robert Seymour Bridges) Poem No. 5 – Laugh and Be Merry (John Masefield)

- Poem No. 6 – Stopping by Woods on a Snowy Evening (Robert Frost) Poem No. 7 – Elegy on the Death of a Mad Dog (Oliver Goldsmith) Poem No. 8 – Menelaus and Helen (Rupert Brooke)
- From the book An Introduction to poetry by A.G. Xavier

#### **UNIT- II**

- Story No. 7 – The Grief (Chekhov)
- Story No. 8– A True Story (Mark Twain)
- Story No. 9 – Blow up with the Ship (Wilkie Collins) Story No. 10 - The Mother (Somerset Maugham) From the book Twelve Short Stories by C.M. Sharma

#### **UNIT- III**

- Drama No 1 - The Dumb Wife of Cheapside (Ashley Dukes) Drama No 2 – Trifles (Susan Glaspell)
- From the book Before the Footlights by R.M. Sharma, B. N. Sethi and N. C. Uday

#### **UNIT-IV**

- Letter writing (Personal/ Social)
- Applied Grammar: Articles, Prepositions, Conjunctions (figures of speech)

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Preparing a report on the writings of any writer mentioned in course content.
2. Poem writing/recitation competition.

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### **SUGGESTED READINGS**

1. Sethi, M. (2008). Handbook of Standard English and Indian Usage:
2. Vocabulary and Grammar. New Delhi: PHI Learning Pvt Ltd.
3. Sharma, C.M. (2005). 12 Short Stories. New Delhi: Oxford University Press.
4. Sharma, R.M., Sethi, B.L. & Uday, N.C. (2008). Before the Footlights. Chandigarh: Panjab University Publication Bureau.
5. Tickoo, M.L. & Subramaniam, A.E. (1997). Living English Grammar and Composition. Mumbai: Orient Longman Ltd.
6. Xavier, A.G. (2004). An Introduction to Poetry. New Delhi: MacMillan Publishers.

## CORE COURSE

**COURSE NAME: HINDI**  
**COURSE CODE: EDU171**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** vè;;u izfØ;k ds lekiu ds mijkUr fo|kFkhZ &

- miU;kl dh ifjHkk"kk] rRo vkSj oxhZdj.k djsaxs A
- dgkuh dh ifjHkk"kk] rRo vkSj oxhZdj.k ds lEcfU/r nks iz'uksa dk mÙkj fy[ksaxs A
- >kalh dh jkuh ds lanHkZ esa mlds uked.kZ] dFkkoLrq pfj=k] mn~ns'; ds vk/kj ij
- leh {kk djsaxs A
- O;ogkfjd O;kdj.k esa ls fn, x, iz'uksa dk mÙkj fy[ksaxs A
- fn, x, eqgkojs o yksdksfDr;ka dk iz;ksx djasxs A
- fu/kZfjr fo"k; ij vuqPNsn ys[ku djsaxs A
- futh i= ys[ku dh fof/k dk iz;ksx djus gsrq ,d futh i= fy[ksaxs A
- ifjHkkf"kd 'kCnkoyh dk iz;ksx djsaxs A

### COURSE CONTENT

#### UNIT- I

- leh {kk
- dsoy miU;kl vkSj dgkuh
- miU;kl dh ifjHkk"kk] rÙo vkSj oxhZdj.k
- dgkuh dh ifjHkk"kk] rRo vkSj oxhZdj.k

#### UNIT- II

- >kalh dh jkuh&o`Unkou yky oekZ& e;wj izdk'ku] >kalh
- ukedj.k] dFkkoLrq] pfj=] mís';

#### UNIT- III

- O;kogkfjd O;kdj.k
- foijhrkFkZd 'kCn
- lekukFkZd 'kCn
- 'kCn 'kks/ku vkSj okD; 'kks/ku
- okD;ka'k ds fy, ,d 'kCn
- eqgkojs vkSj yksdksfDr;ka

#### UNIT- IV

- fu/kZfjr fo"k; ij vuqPNsn&ys[ku
- futh i=&ys[ku
- ifjHkkf"kd 'kCnkoyh

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. fgUnh dh fdllh ,d iqLrd dh leh {kkA
2. ikB~;Øe esa fn, x, dfo;ksa esa ls fdUgha nks dk dkO; ifjp; fy[ksaA
3. ञाँ dh fgUnh Hkk"kk lh[kus lacfU/r dfBukbZ;k; vkSj leL;kvksa dk vè;;uA

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. fnf{kr HkkxhjFk( 2003)] leh{kkysd] bUnzizLFk izdk'ku] fnYyhA
2. tSu fueZyk( 2006)] ubZ leh{kk ds izfreku] us'kuy ifCyf'kax gkml] fnYyhA
3. prqosZnh jkts'oj izlkj( 2008) fgUnh O;kdj.k] midkj izdk'ku] vkxjka
4. lkguh ,l- ch- 'kekZ vkj- ih-( 2007) loksZUke fgUnh O;kdj.k] lkguh izdk'ku] vkxjka
5. o`Unkou yky oekZ( 1995), >kalh dh jkuh e;wj izdk'ku] >kalh
6. uxsUnz gjn;ky( 2009) fgUnh lkfgR; dk bfrgkl] e;wj isijcSDI] uks;M+kA
7. jktkjk e dYiuk( 2009) fuca/k cks/k LisDV<sup>a</sup>e cqDI izk- fy-] fnYyhA

## CORE COURSE

**COURSE NAME: PUNJABI**

**COURSE CODE: EDU172**

L	T	P	CR
5	1	0	6

### OBJECTIVES:

- fJ; g/go dk wzst ftfdnkoEhnK dh fJeKrh ;zpzXh ikDekoh B{z j'o ft;Eko d/Dk j?.
- Bktb okj] gzikp d/ g/Av ;fGnkuko s'A ikD{ eotkT[Dk j?.
- gzikph ;kfjs d/ fJfsjk; ftZu ftfdnoEhnK dh fdbu;gh g?dk eoBk j?.
- Bktb d/ fJfsjk; pko/ v{zxh ikDekoh d/Dk j?.

### COURSE CONTENT

1. s{sK tkbk y{ j }j, ;jD f;zx ;hsb, bkj"o p[Ze Pkg, bf[XnkDk
2. S/ doPB, ;zs f;zx ;/y'A, gpbhe/PB fpT{o', gizkp :{Bhtof;Nh, uzvhrVQ
3. bx{ gqPB
4. ਭਾਸ਼ਾ/s/ ;kfjs
5. nbzeko

### UNIT- I

- ਤੁਹਾਡੀ ਟਕਬਕ ਯੋਜਨਾ Bktb d/ nkXko s/ d'tK ftu'A e'Jh fJZe gqPB eo'.
- ਵਿਸ਼ਾ; s{
- gbkN
- gkso fusoD

### UNIT- II



- S/ doPB fJeKrh ;zrqfj ftZu'A (fgSbhnK fszB fJeKrhK) fJeKrh dk ;ko (d' ftZu'A fJe)
- Bktb ns/ fJeKrhK ftZu'A bx{ gqPB (S/ ftZu'A uko)
- **UNIT- III**
- **ਭਾਸ਼ਾ** s/ ;kfjs d/ nkXko s/ d'tK ftu'A e'Jh fJZe gqPB eo'.
- ;kfjs dh gfoਭਾਸ਼ਾ, gqfeosh ns/ gq:'iB
- ਭਾਸ਼ਾ dh gfoਭਾਸ਼ਾ, gqfeosh ns/ gq:'iB

#### UNIT- IV

- nbzeko d/ nkXko s/ fszBK ftu'A fJe eo' .
- T[gwk
- NfseEBh
- nB[gqk;
- fdqPNKs

#### Project Work

1. ;jD f;zx ;hsb dk gzikph Bktb ftu ;EkB
2. S/ fJeKrh (fgSbhnK fszB fJeKrhK ftu'A) g[;se d/ nkXko s/ fe;/ fJe fJeKrhko d/ ihtB ns/ ouBk pko/ fby'.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

Group discussion on the Novel given in unit- I

Powerpoint presentation on the different ways of language development.

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. gzikph ;kfjs dk fJfsjk; 1700 JhH sZe(2003), gzikp :{Bhtof;Nh, uzvhrVQ
2. ii gzikph ;kfjs dk fJfsjk; 1700 JhH se(1972), gzikph :{Bhtof;Nh, gfNnkbk
3. iii gzikph ;kfjs dh T[sgsh s/ ftek;, gofwzdo f;zx s/ feogkb f;zx e;/b(1968), bkj"o p[ZePkg, b[fXnkDk.
4. iv Ppd ;t/ok (;zgh vkH jfoGiB f;zx)(2007) gpbhe/PB fpT{o', gzikp :{Bhtof;Nh uzvhrVQ
5. v nZX ukBDh oks - r[ofdnkb f;zx(1972), fjzd gkfeN p[e; gqkJht/N fbwfnv, fdZbh
6. vi gzikph ;kfjs dk fJfsjk; - vkH jfoGiB f;zx (1972), Gkôk ftGkr gzikp, gfNnkbk.
7. vii Bktb Pk;so s/ gzikph Bktb- vkH ;[fozdo e[wko dt/Pto
8. viii gzikph Bktb- vkH i'frzdo f;zx okjh(2000) BkBe f;zx g[;sewkbk, nzfwqs;o.
9. ix nkU Bktb gVQhJ/- vkH Nh nkoH ftB'd(2002) u/sBk gqekPB, b[fXnkDk.
10. x wXekbh gzikph ;kfjs ftt/eL- vkH nwoihs f;zx eKr, vkH i;gkb e"o eKr, BkBe f;zx

g[;sewkbk, nzfwqs;o.

11. xiPkJ j[;?B- jofizdo f;zx fYb'A, tko;Pkj ckT {Av/PB, nzfwqs;o

## ABILITY ENHANCEMENT COMPULSORY COURSE

### (BASIC COMMUNICATION SKILLS)

**COURSE NAME: ENGLISH**

**COURSE CODE: EDU191**

L	T	P	CR
3	0	0	3

**OBJECTIVE:** At the end of the semester, the students will be able to:

1. To enhance students 'vocabulary and comprehension skills through prescribed texts.
2. To hone students 'reading skills.
3. To develop a literary sensibility
4. To polish students 'communication abilities.

### COURSE CONTENT

#### UNIT- I

##### Grammar

- Murphy 's English Grammar, (Raymond Murphy), 3<sup>rd</sup> Ed. CUP 2004, Rept. 2005. Unit 1 to 25

#### UNIT- II

##### Literature-I

- Poems
  - ✓ Matilda Who told Lies and was Burned to Death by Hilaire Belloc
  - ✓ Ode on a Grecian Urn by Keats
- One Act Play
  - ✓ Riders to the Sea by J.M. Synge
  - ✓ A Marriage Proposal by Anton Chekov

(Plays in One Act, Edited by Mohammed Elias. Madras: Orient Longman, 1985)

#### UNIT- III

##### Literature-II

- Prose
  - ✓ A Dialogue on Democracy by A.S. Hornby
  - ✓ Mass Production by G.C. Thornley
  - ✓ The Money Box by Robert Lynd

(Selections from Modern English Prose, Edited by Haladhar Panda. Hyderabad: University Press, 1983)

#### UNIT- IV

- Reading Skills Reading, Comprehension (Teacher shall cover this topic from *Communication Skills* by Sanjay Kumar and Pushp Lata, OUP, India)

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach.

Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**ABILITY ENHANCEMENT COMPULSORY COURSE  
(BASIC COMMUNICATION SKILLS)**

**COURSE NAME: PUNJABI**  
**COURSE CODE: EDU192**

L	T	P	CR
3	0	0	3

**OBJECTIVES:** At the end of semester, the students will be able to:

- fJ; g/go dk wzst ejkDh s/ eftsk dhNk g[;seK dk fBeN nfXn?B eoBk j?.
- ftfdnkoEhnK B {z b/ye d/ ihtB s'A GKs ikD { eotkT[Dk j?.
- gzikph ;kfjs ftZu b/yeK dh G {fweK pko/ ikDekoh d/Dk j?.
- ftkeoD ftZu PpdK d/ ftGzB o {gK pko/ ; {M d/Dk j?. ;kfjs o {gK ns/ nbzekoK ;zpzXh ikDekoh d/Dk j?.

1eEk ejkDh, ;zgh vkH XBtzs e"o, gpbhe/PB fpTo', gzikp : {Bhtof;Nh, uzvhrVQ  
2H w/oh ihtB rkEk, dhkB f;zx, e;s {oh bkb n?Av ;B÷, nzfwqs;o  
3H ejkDheko dk ihtB, ouBk ns/ :rdkB  
4H bx { gqPB  
5H ftkeoD

**COURSE CONTENT**

**UNIT- I**

- eEk --ejkDh (fgSbhnK S/ ejkDhnK ftZu'A) ftZu'A fe;/ fJZe ejkDh dk दिमा dZ; e/ ;ko (fszB ftZu'A fJZe)

**UNIT- II**

- w/oh ihtB rkEk ;t?-ihtBh ftZu'A fe;/ fJZe xNBk\$eKv dk ;ko (fszB ftZu'A fJZe)

**UNIT- III**

- fBoXkos ejkDhekoK ftZu'A fe;/ fJe dk ihtB, ouBk ns/ ;kfjse :rdkB (e[btzs f;zx ftoe,w'jB GzvkoH, r[opचरफ;zx gqhsbVh, ;[ytzs e"o wkB, ;[ikB f;zx) (fszB ftZu'A fJe)

**UNIT- IV**

- w/oh ihtB rkEk ns/ eEk- ejkDh (fgSbhnK d/ gq;Zr ftZu) bx { gqPB T[Zso (d; ftZu'A nZm).

(T);zy/g ouBk (gq?;h)

(n) nzro/ih s'A gzikph ftZu nB[tkd (;kfjse g?oQ/ d/ brGr 100मघर)

(J) ; {uBk fjs B'fN; fbyDk (;kfjse, ;fGnkukoe ns/ y/v y/so Bkb ;zpzfXs ekbi dhNkrshftXhnK pko/)

(;) w[jkto/ ns/ nykD

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. ethnK dhNk eftsktK nbZr -nbZr ekft ;zrqfjnK ftZu'A bJhnK ikDrhnK.
2. eEk p'X-;zgz okw ;o{g nDyh (2006), gpbhe/PB fpT{o' uzvhrVQ
3. gzikphउत्तराध्याय fbgh ns/ ftnkeoB - vkH Pod/t f;zx frZb(2006) b'e rhs gqekPB, b[fXnkDk.
4. gzikph nfXn?B s/ nfXnkgB d/ w[Yb/ ;zebg - ihs f;zx i'Ph (1999), दारुणम कृत{Av/PB, nzfwqs;o
5. gzikph ;kfjs dh T[sgsh s/ ftek; - gofwzdo f;zx, feogkb f;zx e;/b (1968), bkj"o p[ZePkg b[fXnkDk
6. nkX[fBe gzikph ;kfjs dh o{go/yk (1850 s'A 1970) - i'frzdo f;zx(2002) gpbhe/PB fpUo', gzikph :{Bh, gfNnkbk
7. gzikph ;kfjs dk fJfsjk; - (nkX[fBe ekb 1901 s'A 1995 sZe)- vka i;ftzdo f;zx, vka wkB f;zx YhAv;k (1997), gpbhe/PB fpU{o', gzikph :{Bha gfNnkbk
8. nkX[fBe gzikph eftsk -gfotosB s/ gqftoshnK -vka G{fgzdo e"o (2004), sob'uB gpfb;oi, uzvhrVQ.
9. nkX[fBe gzikph ekft XkokoK d/ ftukoXkokJh nkXko - vka eowih f;zx (1983), r{o{ BkBe d/t :{Bha nzfwqs;o
10. nkX[fBe gzikph eftsk dk उरनीत उतर- vka :'roki (1998), Gkosh- ro[g nkc gpbhe/PB, uzvhrVQ.
11. gzikph ftnkeoD- p{Nk f;zx prV, दारुणम कृत{Av/PB, nzfwqs;o.
12. gqrshktk- vkH ;[fozdo e[wko dt/Pto (2008). b'e rhs gqekPB, b[fXnkDk.

## ABILITY ENHANCEMENT COMPULSORY COURSE (BASIC COMMUNICATION SKILL)

**COURSE NAME: HINDI**  
**COURSE CODE: EDU193**

L	T	P	CR
3	0	0	3

### OBJECTIVES:

- Nk=ksa esa Hkk'kk dks le>us rFkk ewY;kadu djus dh n`f`V c<kuk
- “kCn lajpuk izfdz;k ds izfr Nk=ksa dk /;kukd`kZ.k djukA
- Nk=ksa dks iz;kstuewyd fgUnh dh O;kidrk ls voxr djukA
- fgUnh Hkk'kk dh O;ogkfjd mi;ksfxrk dk ifjp; nsukA

### COURSE CONTENT

#### UNIT- I fgUnh lajpuk

- Ik;kZ;okph] lekukFkZd] foyksekFkZd] vusdkFkZd] vusd “kCnksa ds LFkku ij ,d “kCn lewgkFkZd “kCnksa ds iz;ksx] fudVkfkhZ “kCnksa ds lw{e vFkZ&Hksn]lekukFkZd “kCnksa ds Hksn] milxZ] izR;;

**UNIT- II** orZuh] fojke fpUg ,oa

- orZuh lEc/kh v”kqf);k;] ek=kvksa dh v”kqf);k;
- orZuh lEc/kh v”kqf);ks ds dkj.k] orZuh lEc/kh v”kqf);ks ds lq/kkjus mik;A
- fojke fpUg&iw.kZ fojke] iz”uokpd fpUg lEcks/ku ;k vk”p;Z fpUg] funsZ”kd fpUg] vorj.k fpUg

**UNIT- III** ys[ku lEcU/kh

- fyf[kr Hkk’kk f”k{k.k ds mn~ns”;
- ys[ku dh fofHkUu fof/k;k;] ys[ku ds nks’k
- fucU/k ys[ku] dgkuh ys[ku

**UNIT- IV** fgUnh i=kpkj ,oa ys[ku

- vkSipkfjd i=kpkj
- vukSipkfjd i=kpkj
- jk’V”h;&vUrZjk’V”h; rkRdkfyd ?kVukdzeksa ij ys[ku

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. jktHkk’k fgUnh& xksfoUn nkl& fgUnh lkfgR; lEesyU] iz;kxA
2. jk’V”Hkk’kk vkUnksyu& xksiky ij”kqjke&egkj’V” lHkka
3. fojke fpUg& egsUnz jktk tSu& fdrkc?kj] fnYyh
4. iz”kklfud ,oa dk;kZy;h fgUnh& jkeizdk”k] jk/kkd’ .k izdk”ku] fnYyhA
5. iz;kstuewyd dkedkth fgUnh& dSyk”k pUnz HkkfV;k] r{kf”kyk izdk”ku] fnYyh
6. iz”kklfud fgUnh fVIi.k] izk:i.k ,oa i= ys[ku& gfjeksgu] r{kf”kyk izdk”ku] fnYyh

**TRANSACTIONAL MODALITIES**

Communicative/ Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**ABILITY ENHANCEMENT COMPULSORY COURSE**

**COURSE NAME: ENVIRONMENTAL STUDIES**  
**COURSE CODE: EDU194**

L	T	P	CR
2	0	0	2

**OBJECTIVES:** At the end of the semester, the students will be able to:

1. Understand the importance and scope of the environment.
2. Critically analyse intellectual discourse and essential projects.
3. Analyse a sustainable environment in the global world.
4. Analyze and practice various practices of environmental management.
5. Analyze and understand environmental concerns through the process of inquiry, critical analysis, intellectual discourse and essential projects.

## **COURSE CONTENT**

### **UNIT- I IMPORTANCE AND SCOPE OF ENVIRONMENT**

- Importance need and scope of Environmental Conservation and Regeneration, Structure and functions of different ecosystems, India as a mega biodiversity nation, Role of individual in conservation of natural resources: water, energy and food, Equitable uses of resources for sustainable livelihoods, the Environmental legislation: awareness and issues involved in enforcement.

### **UNIT- II NATURAL RESOURCES**

- Community participation in natural resource management- water, forests. Sustainable land use management, Traditional knowledge and biodiversity conservation, Developmental projects including Government initiatives and their impact on biodiversity conservation.

### **UNIT- III PRACTICES IN ENVIRONMENT MANAGEMENT**

- consumerism and waste generation and its management, Environmental degradation and its impact on the health of people, Organic farming, Agricultural waste: their impact and management, Rainwater harvesting and water resource management, Biomedical waste management.

### **UNIT- IV SUSTAINABLE ENVIRONMENT IN GLOBAL WORLD**

- Environmental conservation in the globalized world, Alternative sources of energy, Impact of natural disaster/ man-made disaster on the environment, Biological control for sustainable agriculture, Heat production and greenhouse gas emission, Impact of industry/ mining/ transport on the environment, sustainable use of forest produce.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Case studies and success stories (involve local material).
2. Problem-solving and inquiry methods
3. Small assignments which may include observation of important relevant days, preparation of bulletin board material, games, crossword puzzles, worksheet etc.
4. Setting up of Eco-clubs.
5. Conducting a seminar and developing a seminar document
6. Project work and writing of project report
7. Discussion of activities pertaining to two different classes and subjects.
8. Activities on the infusion of appropriate concerns.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. NCERT (1981) Environmental Education at School Level. New Delhi. NCERT.
2. Odum, E.P (1971). Fundamental Ecology. London. W.B. Saunders Company.
3. Palmer, Joy A. (1998). Environmental education in the 21<sup>st</sup> Century. London. Routledge.
4. Sharma R. C and Tan, Marle C (Eds.) (1990). Resource Book in Environmental education for

- school lectures. Bangkok. UNESCO.
5. Sharma, R.C. (1981). Environmental Education. New Delhi. Metropolitan Publishers.
  6. IDlsuk gfjeksgu ¼42003½- i;kZoj.k v/;u] Jhxaxkuxj- vxzoky lkfgR; lnuA
  7. iadt JhokLro ¼41998½- ^i;kZoj.kf{k{kk\*- Hkksiky- e/;izns'k fgUnh xzaFk vdknehA
  8. IDlsuk ,-ch- ¼41998½- i;kZoj.k f{k{kk- ubZ fnYyh- vk;Zcqd fMiksA
  9. UNESCO (1990). Sourcebook in Environmental Education for School Teachers. Bangkok.
  10. CEE (1995). The joy of learning handbook of environmental education activities. Vol. I-3 to 5. Ahmadabad. Centre for Environment Education,
  11. CEE (1996) The Joy of learning. Handbook of environmental education activities. Vol.II-6 to 8. Ahmadabad: Centre for Environment Education
  12. Pandya (1999). Mamata Guide to the green material: experiences and learning in developing effective environmental education material. Ahmedabad. Centre for Environment Education,
  13. Sharma, R. C. (1981). Environmental Education. Delhi. Metropolitan.
  14. Reddy, K. Purushotham (2007). Environmental education. New Delhi. Neel Kamal Publications Pvt. Ltd.
  15. NCERT (2009). Project book in Environmental Education for class VII, VII, IX, and X. New Delhi. NCERT.
  16. NCERT (2011). Teachers Handbook on Environmental Education for the higher secondary stage. New Delhi. NCERT.
  17. NCERT (2013). Project book in Environmental Education for the higher secondary stage. New Delhi. NCERT.

#### FIELD ENGAGEMENT / INTERNSHIP / DEVELOPING CRITICAL SKILLS

**COURSE NAME: INTERACTING CHILD’S PARENTS**

L	T	P	CR
0	0	1	1

**COURSE CODE: EDU180**

**Duration: 1 Week**

- Parents and guardians are sometimes overlooked during the process of conducting any school survey. This is problematic for several reasons, including the fact that school-aged children typically spend more time in their home environment than in school and that research suggests that parents' attitudes have a significant impact on academic performance.
- Parent involvement and parent expectations for their children ‘s attainment is an important component as it influences their children ‘s expectations and achievement, and early expectations tend to persist throughout the child ‘s school years. This course will enable student- teachers to have closer look at the parent involvement and parents ‘expectations, it will help them in their future profession.

Some of the important points to be kept in mind while interacting child ‘s parents will be to get information about:

- Parents involvement
- Parents expectations

Each pupil-teacher will prepare a report and will submit it to the concerned teacher. This report will be evaluated and grades will be awarded

**Semester- III**

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
1	Perspectives in Education	Compulsory	EDU201	Contemporary India and Education	3	1	0	4
2	Core Course	Elective	EDU203/ EDU205/ EDU207	Elective English-III/ Elective Hindi-III/ Elective Punjabi-III	5	1	0	6
3	Core Course	Elective	EDU209/ EDU217	History/ Geography	5/5	1	0	6/6
4	Core Course	Elective	EDU215/ EDU211/ EDU221/ EDU223	Political Science/ Sociology/ Economics/ Psychology	5/4	1	0	6/5
5	Core Course	Elective	EDU225	Psychology Practical	0	0	2	1
6	Skill Enhancement course	Compulsory	EDU231	Value and Ethics in Education	2	0	0	2
7	Skill Enhancement course	Compulsory	EDU233	Guidance and Counselling	2	0	0	2
8	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU291	Recording best practices in different Schools	0	0	1 Week	1
<b>GRAND TOTAL</b>								<b>27</b>



## PERSPECTIVES IN EDUCATION

**COURSE NAME: CONTEMPORARY INDIA AND EDUCATION**  
**CODE: EDU201**

L	T	P	CR
3	1	0	4

**OBJECTIVES:** The course will enable the student teachers to:

1. Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste means of livelihood etc.
2. Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
3. Develop an understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
4. Appraise the policy initiatives taken in education reform during pre-and post-independent India.
5. Develop an overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
6. Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
7. Familiarise with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities
8. Develop an understanding of the issues, and challenges faced by Indian contemporary Society

### UNIT- I CONTEMPORARY INDIA

- Types of Society-tribal, Agrarian; industrial, post-industrial society
- Challenges in achieving universal elementary education
- Impact of Urbanisation; Industrialization; Globalization, modernization economic liberalization and digitalization etc.
- Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;

### UNIT- II CONSTITUTIONAL PROVISIONS AND EDUCATION

- Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others 'wellbeing, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for the educational system; Aims and purposes of education drawn from the constitutional provision
- Fundamental Rights & Duties of Citizens
- Decentralization of Education and Panchayati Raj (specifically through 73<sup>rd</sup> and 74<sup>th</sup> amendment)

### UNIT- III POLICY FRAMEWORK FOR DEVELOPMENT OF EDUCATION IN INDIA

- Education in Post- Independence Period: Mudaliar Commission (1952); Education Commission (1964-66); NPE 1968; NPE 1986 and its modified version 1992; Knowledge Commission (2005)
- Emerging Trends in the interface between
- ✓ political process and education

- ✓ economic developments and education; and
- ✓ Socio-cultural changes and education
- ✓ The idea of the Common School System
- ✓ National System of Education
- Language Policy
- Learning Without Burden-1993
- Justice Verma Commission-2012
- NPE 2020

#### **UNIT- IV INITIATIVES OF THE GOVERNMENT OF INDIA**

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- ICT In School Education- National Repository of Open Educational, Resources (NROER)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

#### **Contemporary Indian Education: Concerns and Issues**

- ✓ Challenges in Implementation of RTE Act 2009
- ✓ Issues of quality and equity

(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to the girl child and weaker sections as well as differently-abled children)

- School safety
- Equality of Educational Opportunity:
  - ✓ Meaning of equality and constitutional provisions
  - ✓ Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools, single teachers 'schools and many other forms of inequalities in school systems and the processes leading to disparities

#### **PRACTICUM**

1. Case study of different kind of schools
2. Conflicts and Social Movements in India: Women, Dalit and tribal movements,
3. Marginalization and education of children from slums and distress migration
4. Impact of electronic media on children
5. Understanding youth culture in the present times and the impact of the internet and other visual mediums.
6. Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
7. Causes and Poverty and Eradication of Slum Areas/ Rural Areas.
8. Presentation on the reports and policies on USE
9. Conduct of survey of government and private schools to identify various forms of inequality
10. Survey of the nearby locality to find out the causes of low literacy.
11. Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
12. Study of voluntary agency working in the field of educational and school development of society.
13. Conduct surveys of various educational contexts (e.g. Schools of different kinds) and make interpretative presentations based on these
14. Study writings on analysis of education-development interface and make presentations
15. Conduct surveys of various educational contexts (e.g. Schools of different kinds) and make interpretative presentations based on these
16. Study writings on analysis of education-development interface and make presentations

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Anand, C.L. et.al. (1983). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
2. Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
3. Govt. of India (1992). *Program of Action (NPE)*. Min of HRD.
4. Govinda, R. (2011). *Who goes to school? Exploring exclusion in Indian education*. Oxford University Press.
5. Krishnamurti, J. (1992). *Education and world peace*. In *Social responsibility*. Krishnamurti Foundation.
6. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
7. Mani, R.S. (1964). *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
8. Manoj Das (1999). *Sri Aurobindo on Education*, National Council for Teacher Education, New Delhi.
9. Mohanty, J., (1986). *School Education in Emerging Society*, Sterling Publishers.
10. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
11. GOI (1964-1966): *Education and National Development*. Ministry of Education Government of India 1966.
12. GOI (2004): *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October 2004.
13. NCERT (2002): *Seventh All India School Education Survey*, NCERT: New Delhi.
14. Naik, J.P. (1982). *The education commission and after*. APH Publishing.
15. Naik, J.P. & Syed, N., (1974). *A Student's History of Education in India*, MacMillan, New Delhi.
16. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
17. NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
18. NCERT. (2006a). *Position paper-National focus group on education with special needs*
19. NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
20. NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
21. NCERT. (2006d). *Position paper-National focus group on the teaching of Indian language*
22. Ozil, A.O. *Hand Book of School Administration and Management*, London, Macmillan
23. Radha Kumud Mookerji. *Ancient Indian Education (Brahmanical and Buddhist)*, Cosmo Publications, New Delhi– 1999.
24. Sainath P. (1996). *Everybody loves a good drought*. Penguin Books New Delhi.
25. Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.
26. Sykes, Marjorie (1988): *The Story of Nai Talim*, Naitalim Samiti: Wardha.
27. UNESCO; (1997). *Learning the Treasure Within*.
28. Dr. Vada Mitra (1967). *Education in Ancient India*, Arya book Depot, New Delhi
29. UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
30. UNESCO. (2004) *Education for All: The Quality Imperative*. EFA Global Monitoring Report, Paris.
31. Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at the primary*

stage: International perspectives. NCERT. New Delhi.

32. World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi's.

### CORE COURSE

**COURSE NAME: ENGLISH**

**COURSE CODE: EDU203**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The students will be able to:

1. Make use of competence in all four skills i.e. Listening, Speaking, Reading and Writing.
2. Describe the implications of teaching/learning language through literature.
3. Develop the power of imagination through literature.

### COURSE CONTENT

#### UNIT I

- **Literary terms and definitions:** Picaresque novel, Stream of Consciousness, Historical novel, Gothic novel, Sentimental
- the novel, Epistolary novel, Social novel, Didactic novel, Detective fiction, Science fiction, Protagonist and Antagonist, Point of View, Epic, Satire, Plot

#### UNIT II

- Novel: Pride and Prejudice by Jane Austen

#### UNIT III

- Poem No. 1- To His Dear Friend (William Shakespeare)
- Poem No. 2 - Blow! Blow! Thou Winter Wind (William Shakespeare)
- Poem No. 3 - On His Twenty-third Birthday (John Milton)
- Poem No. 4 - Human Folly (Alexander Pope)
- Poem No. 5 - God Made the Country (William Cowper)
- Poem No. 6 - The World is too much with us (William Wordsworth)
- Poem No. 7 - To the Cuckoo (William Wordsworth)
- Poem No. 8 - This Lime-Tree Bower my Prison (S.T. Coleridge)
- Poem No. 9 - The Prisoner of Chillan (Lord Byron)
  
- Poem No. 10- On This Day I Complete my Thirty Sixth Year (Lord Byron)
- Poem No. 11-Song to the men of England (P.B. Shelly) from the book Glimpses of English Poetry by G.L. Sharma

#### UNIT-IV

##### Grammar and Composition:

- Narrative/Descriptive essay
- Applied Grammar: completion of sentences Use of the same word as a different part of speech

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Abrams, M.H. (2007). A Glossary of Literary Terms. New Delhi: Thomson Wadsworth
2. Austen, J. (2008). Pride and Prejudice. New Delhi: UBS Publishers.
3. Codon, J.A. (1998). The Penguin Dictionary of Literary Terms and Literary Theory. New Delhi: Penguin Books India (P) Ltd.
4. Fifteen Poets (1988). Calcutta: Oxford University Press India.
5. Hewing 's, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.
6. Rao, V.K. (2007). Peculiar English. New Delhi: Neel Kamal Publications.
7. Sharma, G.L. (2008). Glimpses of English Poetry. Chandigarh: Publication Bureau, Punjab University.
8. Singh, V.R. (2009). The Written Word. New Delhi: Oxford University Press.
9. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

## CORE COURSE

**COURSE NAME: HINDI**  
**COURSE CODE: EDU205**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** u izfØ;k ds lekiu ds mijUr fo|kFkhZ%

- fn, x, dfo;ksa dh ikB;oLrq ds IUnHkZ esa O;k;k&lfgr [k'M djsaxs A
- dfo&ifjp;] lkj vkSj mös'; IEcUf/r iz'u dj ldsaxsaA
- eLVj vfHkeU;q dh IUnHkZ lfgr O;k;k djsaxs A
- ik=kksa ds pfj=k fp=k'k] rRoksa ds vk/kj ij ukVd dh leh{kk rFkk leL;k dj ldsaxsaA
- rajx'kh o feLVj vfHkeU;q ls lacfU/r y?kq iz'uksa ds mÙkj fy[k ldsaxsaA
- jhfrdky dh ifjLFkfr;kj] ukedj'k] lhek fu/kZj'k] izo`fr;ka] jhfr¼ vkSj jhfr eqDr dkO; dh izeq[k fo'ks"krkvksa dk o`kZu dj ldsaxsaA
- jhfr dkO; ds izeq[k dfo;ksa ds IEcU/ esa leh{kkRed iz'u dk mÙkj ns ik;saxsA
- vk/qfud dky ds dsoy dfork [k'M esa ls HkkjrsUnq ;qx] f}osnh ;qx] Nk;kokn] izxfrokn] iz;ksxkokn] vkSj ubZ dfork ds izeq[k izo`fr;ksa IEcUf/r leh{kk fy[k ldsaxsaA

## COURSE CONTENT

### UNIT- I

- rajafx.kh rajafx.kh rajafx.kh rajafx.kh&euksgj yky vkuUn
- iatke ;wfuoflZvh ifCyds'ku C;wjks] p.Mhx<+ fuEufyf[kr dfo ikB~;Øe esa fu/kZfjr gSa % eSfFkyh'kj.k xqIr] t;'kadj izlkn] lw;ZdkUr f=kikBh fujkyk] lqfe=kkuUnu iar] egknsokh oekZ] vKs;] /eZohj Hkkjrh( d) nks IUnHkZ& lfgr&O;k;k&[k.M djus gksaxsaA

### UNIT- II

- feLVj vfHkeU;q feLVj vfHkeU;q feLVj vfHkeU;q feLVj vfHkeU;q
- Mkñ y {eh ukjk;.k yky( d) IUnHkZ lfgr O;k;k ds fy;s nks [k.M iwNs tk;saxs] mÙkj ,d dk gh nsuk gksxkA ([k] ik=kksa ds pfj=k fp=k.k] rRoksa ds vk/kj ij ukVd dh leh{kk rFkk leL;k IEcU/h nks iz'ku iwNs tk;saxs mÙkj ,d dk gh nsuk gksxkA

### UNIT- III

- fgUnh lkfgR; dk bfrgkl&jhfrdky (dsoy dkO; [k.M) fgUnh lkfgR; dk bfrgkl&jhfrdky (dsoy dkO; [k.M) fgUnh lkfgR; dk bfrgkl&jhfrdky (dsoy dkO; [k.M) fgUnh lkfgR; dk bfrgkl&jhfrdky (dsoy dkO; [k.M)

- jhfrdky dh ifjLFkfr;ka] ukedj.k] lhek fu/kZj.k] izo`fr;ka] jhfr ¼vkSj jhfr eqDr dkO; dh izeq[k fo'ks"krk,a] jhfr dkO; ds izeq[k dfo&ds'ko] fcgkj] ?kukuan ij vk/kfjr lhek{kkRed iz'uA

**UNIT- IV**

- fgUnh lkfgR; dk bfrgkl&vk/xfud dky fgUnh lkfgR; dk bfrgkl&vk/xfud dky fgUnh lkfgR; dk bfrgkl&vk/xfud dky fgUnh lkfgR; dk bfrgkl&vk/xfud dky (dsoy dkO; [k.M) (dsoy dkO; [k.M) (dsoy dkO; [k.M) (dsoy dkO; [k.M)
- vk/xfud dky ds dsoy dfork [k.M esa ls HkkjrsUnq ;qx] f}osnh ;qx] Nk;kokn] izxfrokn] iz;ksxokn vkSj ubZ dfork dh dsoy izeq[k izo`fÜk;ksa ij vk/kfjr leh{kkRed iz'uA

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. ckgjh gjnsO (2004) fgUnh mn~Hko fodkl vkSj :i] fdrko egy] bykgkcknA
2. flag egknqj (2008) fgUnh lkfgR; dk bfrgkl] ek/o izdk'ku] ;equk uxjA
3. lkguh ,l-ch- ,oa 'kekZ vkj-ih- (2007) loksZÜke fgUnh O;kdj.k] lkguh izdk'ku] vkxjka
4. prqosZnh jkts'oj izlkn (2008) fgUnh O;kdj.k] midkj izdk'ku] vkxjka
5. uxsUnz gjn;ky (2009) fgUnh lkfgR; dk bfrgkl] e;wj isijcSDI] uks;M+kA

**CORE COURSE**

**COURSE NAME: PUNJABI**  
**COURSE CODE: EDU207**

L	T	P	CR
5	1	0	6

**OBJECTIVES:**

- fJ; g/go dk T[d/ô ffdnkoEhnK B{z wZXekbh gzikph eftsk d/ nyhob/ gVkn pko/ ikDekoh d/Dk j?.
- ejkDh ftôk ftZu ffdnkoEhnK dh fdbu;gh irkT[Dk j?.
- gzikph ;kfjs d/ fJfsjk; d/ sZEK B{z fBôfus eoBk j?. ejkDh ;kfjso{gK s'A ffdnkoEhnK B{z ikD{ eotkT[Dk j?.

**COURSE CONTENT**

- wZXekb dh u'DthA gzikph eftsk wZXekb dh u'DthA gzikph eftsk wZXekb dh u'DthA gzikph eftsk wZXekb dh u'DthA gzikph eftsk, (;zgh) gq'H gqsw f;zx, gpbhe/ôB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ 2H nZm/ gfjo nZm/ gfjo nZm/ gfjo nZm/ gfjo (gfjbhnK uko ejkDhnK), vkH dbhg e"o fNtkDk, gpbhe/ôB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ
- bx{ gqôB
- b'e-;kfjs d/ o{g
- Szd-gqpzX
- Course Content:

### UNIT- I

- wZXekb dh u'DthA gzikph eftskL (i) gq; zr ;fjs ftnkfynk (d' ftZu'A fJe) 6 (ii) eftsk dk e/Adoh Gkt dZ; e/ ;ko fby' (d' ftZu'A fJe)

### UNIT- II

- nZm/ gfjoL (i) ejkDh dk ftôk t;s {(d' ftZu'A fJe) (ii) ejkDh dk ;ko (d' ftZu'A fJe)

### UNIT- III

- wZXekb dh u'DthA gzikph eftsk ns/ nZm/ gfjo (gfjbhnK uko ejkDhnK) s/ nkXkfos bx { gqôB (nZmK ftZu'A gzi)

### UNIT- IV

- (T) b'e ;kfjs d/ o {g (d' ftZu'A fJe) (i) feZ;k (ii) tko (iii) ekøh (iv) izrBkww
- (n) Szd-gqzXL(d' ftZu'A fJe) (i) d'fjok (ii) ;'omk (iii) e'oVk (iv) dtZJhnk

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

- wZXekb dh u'Dt] gzikph eftsk - vkH gqhs w f;zx (;zgkH) gpbhe/ôB fpT {o', uzvhrVQ.
- nZm/ gfjo - dghb e"o fNtkDk (;zgkH) gpbhe/ôB fpT {o' uzvhrVQ.
- gzikph ;kfjs dh T[sgsh - vkH jfoGiB f;zx
- gzikph ;kfjs dh T[sgsh s/ ftek; (1968) feogkb f;zx e;/b, gofwzdo f;zx r'fpzd f;zx bKpk, bkj"o p[Ze ôkg, b[fXnkDK.
- gzikph ;kfjs dk fJfsjk;(1987) gzikp : {Bhtof;Nh, uzvhrVQ
- gzikph ;kfjs dk fJfsjk;(1972) gzikph : {Bhtof;Nh, gfNnkbbk

### CORE COURSE (HISTORY)

**COURSE NAME: HISTORY OF INDIA 1750-1964 AD**  
**COURSE CODE: EDU209**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The student will be able to:

- Describe the cause for the rise of British power in India.
- Describe with a focus on the rise of national consciousness against British Colonialism in 1857.
- Describe the role of nationalist leaders like Gandhi and other political leaders in the freedom struggle of India.
- Describe and differentiate various socio-religious reform movements for modernizing India.
- Explain the growth of communal politics and ideology that became an important cause of the partition of India.

## UNIT- I

- Foundation of British rule: Circumstances leading to the battles of Plassey and their significance;
- The dual system of Clive; reforms of Warren Hastings
- Administrative reforms: Reforms of Cornwallis and Dalhousie
- The uprising of 1857: Political, socio-religious, economic and immediate causes; failure; results; nature of the uprising

## UNIT- II

- Economic changes: British agrarian policies; Commercialization of Agriculture;
- Rural indebtedness; De-industrialization and Growth of modern industry;
- Theory of Economic drain Socio-religious reform movements: Brahmo Samaj; Aligarh Movement; Arya Samaj; Ramakrishna Mission;
- Swami Vivekananda's contribution Depressed classes movement: Contribution of Jyotiba Phule, B.R. Ambedkar and Mahatma Gandhi

## UNIT- III

- Growth of political consciousness: Causes for the growth of political consciousness/nationalism;
- Foundation of the Indian National Congress; National Movement up to 1919 Indian National Movement: Gandhi's emergence; circumstances leading to the noncooperation movement and its significance;
- Demand for complete independence; the civil disobedience movement Rise of communal politics.
- Factors responsible for the growth of communal politics; separate electorate;
- Muslim League and Pakistan resolution.

## UNIT-IV

- Towards partition and independence: Quit India Movement; British proposals for independence; Indian Independence act of 1947 significant developments after independence; 1947-64: the making of the constitution; integration of princely states; the reorganization of states; industrial and agricultural development.

## MAP:

- Important historical places - Delhi, Calcutta, Madras, Bombay, Goa, Pondicherry, Surat, Plassey, Buxar, Gwalior, Jhansi, Hyderabad, Sabarmati, Amritsar, Lucknow, Lahore and Aligarh, Extent of the British Empire in 1856, the Republic of India in 1950.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a PowerPoint Presentation on Socio-religious reform movements.
2. Make a report on the making of the Indian Constitution.

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Chopra, P.N., Puri, B.N., & Das, M.N. (1974), A Social, Cultural & Economic History of India. Vol. II. Macmillan India, New Delhi.



2. Grewal, J.S. (1990), the Sikhs of Punjab. The New Cambridge History of India. Orient Longman, Hyderabad.
3. Singh, F. (1972), A History of the Sikhs. Vol. III. Punjabi University, Patiala.
4. Singh, K. (1990), History and Culture of Punjab. Part II (Medieval Period). Publication Bureau, Punjabi University, Patiala.
5. Singh, K. (1991), A History of the Sikhs. Vol. I (1469-1839). Oxford University Press, New Delhi.

### **CORE COURSE**

**COURSE NAME: SOCIAL STRUCTURE**

**COURSE CODE: EDU211**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** The students will be able to:

1. Describe meaning, characteristics and elements of social structure.
2. Discuss the concept, types and factors of social change.
3. Explain different processes of social change.

#### **COURSE CONTENT**

##### **UNIT -I**

- Social structure: meaning, characteristics, elements- status, role, norms and values. Structural functional approach:
- contributions of Radcliffe Brown.

##### **UNIT-II**

- Social change: meaning and features. Types of social change: evolution (Comte), revolution (Marx), development- Changing Connotations.

##### **UNIT-III**

- Factors of social change: economic, demographic, scientific and technological, educational, legislative.

##### **UNIT-IV**

- Processes of social change: Sanskritization, westernization, modernization, Secularization & Globalization.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a chart on Social Stratification.
2. Write a report on the contribution of Karl Marx in Social Change.

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### **SUGGESTED READINGS**

1. Bierstadt, Robert (1970): Social Order, New York: McGraw Hill.
2. Haferkand, H. and Smelser, N.J. (1992): Social Change and Modernity, Berkeley: University of

California Press

3. Macionis, John, J. (2005): Society: The Basics, New York: Prentice- Hall.
4. Madhurima (2010): Readings in Sociology – Part-2, Jalandhar: New Academic
5. Moore, Wilbert (1965): Social Change, New Delhi, Prentice- Hall.
6. Singh, Yogendra (1993): Social Change in India, New Delhi: Haran and Publications.
7. Srinivas, M.N. (1963): Social Change in Modern India, Berkeley: University of California Press. Publishing House (All Mediums).

**CORE COURSE  
(MATHEMATICS)**

**COURSE NAME: ADVANCED CALCULUS AND DIFFERENTIAL EQUATIONS**  
**COURSE CODE: EDU213**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** The student will be able to:

1. State definitions of various mathematical terms required in the course.
2. Derive the tests and theorems prescribed in the statement of the syllabus.
3. Explain continuity with various terms.
4. Prove Mean value theorem, Darboux 's value theorem and Taylor 's theorem.
5. Discuss limits and continuity of two variables and various theorems related to functions of two variables prescribed in the course.
6. Solve problems related to various classes of differential equations.
7. Solve problems related to transformations and their details, prescribed in the syllabus.

**UNIT- I**

- Definition of a sequence, theorems on limits of sequences. Bounded and monotonic sequences, Cauchy's convergence criterion, Series of non-negative terms, Comparison tests, Cauchy's Integral test, Ratio test, Cauchy's root test. Raabe 's Logarithmic, De Morgan and Bertrand's tests, Gauss test. Alternating series, Leibnitz's theorem. Absolute and conditional convergence

**UNIT- II**

- Continuity, sequential continuity, properties of continuous functions, Uniform continuity, proof of chain rule of differentiability, mean value theorems and their geometrical interpretations. Darboux 's intermediate value theorem for derivatives, Taylor's theorem with various forms of remainders. McLaurin and Taylor series expansions limit and continuity of functions of two variables

**UNIT- III**

- Partial differentiation, change of variables, partial derivation and differentiability of real-valued functions of two variables. Schwarz and Young's theorem, statements of inverse and implicit function theorems and applications. Euler 's theorem on homogeneous functions. Taylor's theorem for functions of two variables. Jacobians envelopes, evolutes. Maxima, minima and Saddle points of functions of two variables. Lagrange's multiplier method

**UNIT- IV GEOMETRY**

- Conjugate diameters, conjugate hyperbola, asymptotes of a hyperbola and rectangular, special properties of parabola, ellipse and hyperbola. Polar equations of conics and equations of chords, tangents and normal 's only sphere, cone, cylinder Central coincides, paraboloids plane sections of conoids, generating lines, reduction of second-degree equations to standard forms

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make an Assignment on Partial derivatives and Taylor's theorem and Maclaurin.
2. Make a PowerPoint Presentation on Cauchy's root test. Raabe's Logarithmic, De Morgan and Bertrand's tests, Gauss test. Alternating series, Leibnitz's theorem.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Apostol, T.M. (1985), Mathematical Analysis. Narosa Publishing House, New Delhi.
2. Goldberg, R.R. (1970), Real Analysis. Oxford & I.B.H. Publishing Co., New Delhi.
3. Jain, P.K. & Kaushik, S.K. (2000), an Introduction to Real Analysis. S. Chand & Co., New Delhi.
4. Klaumber, G. (1975), Mathematical Analysis. Marcel Dekkar, Inc. New York.
5. Sharma, D.R. (2009), Spectrum, Analysis Inc. Sharma Publications, Jalandhar.
6. Spiegel, M.R. (1993), Theory and Problems of Advanced Calculus. Schaum Publishing Co., New York.
7. Sundaram, D.S. & Chaudhary, B. (1997), a First Course in Mathematical Analysis. Narosa Publishing House, New Delhi.

### **CORE COURSE (POLITICAL SCIENCE)**

**COURSE NAME: INDIAN GOVERNMENT AND  
POLITICS**  
**COURSE CODE: EDU215**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** The student will be to:

1. Describe the making of India's constitution, composition and characteristics of the constituent assembly.
2. Highlight the nature of the Indian constitutional system.
3. Describe the nature and types of fundamental rights.
4. Discuss the directive principles of state policy, meaning of directive principles of state policy, the utility of directive principles and how they are different from fundamental rights.
5. Explain the nature of Indian federalism and Centre-state relations.
6. Describe the constitutional provisions about the election, powers and functions of the Indian President.
7. Explain the Indian parliamentary system, the composition of the cabinet and the powers and functions of the Prime Minister.
8. Enumerate the features of the Indian judicial system, powers of the Supreme Court and composition and jurisdiction of the High Courts.
9. Discriminate the role of Governors, powers and functions of the council of ministers and Chief Minister and explain the composition and powers of the state assembly.

## COURSE CONTENT

### UNIT- I

- **Constituent assembly:** historical background and the making of India's constitution Basic features of Indian constitution Preamble and its importance Nature of Indian federalism and center- state relations: Emerging trends in Indian federalism.

### UNIT- II

- **Fundamental rights, Fundamental duties:** nature, importance and a critique Directive principle of the state policy Fundamental duties: Educating the civil society

### UNIT- III

- **President:** election, powers, position and changing role Parliament: composition, powers and role Indian cabinet and Prime Minister: election, powers and position Supreme Court and High Court: composition, powers and role in the Indian constitutional process

### UNIT-IV

- **Governor:** appointment, powers and role State Legislature: composition, powers and role Council of Ministers and Chief Minister: election, powers, position and role.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a Project on Fundamental Duties, Fundamental Rights and the latest Amendments make in it.
2. Make a report on the Indian parliamentary system, the composition of the cabinet, its powers and functions of the Prime Minister.

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Austin. (1966), *the Indian Constitution: Corner Stone of a Nation.*, New Delhi Oxford University Press.
2. Austin. (1999), *Working a Democratic Constitution: A History of the Indian Experience*, New Delhi Oxford University Press.
3. Basu, D.D. (1994), *an Introduction to the Constitution of India.*, New Delhi Prentice-Hall.
4. Bhambri, C.P. (1997), *the Indian State Fifty Years.*, New Delhi Shipra Publications.
5. Brass, P. (1990), *Politics of India since Independence.*, Hyderabad Orient Longman.
6. Brass, P. (1985), *Caste, Faction and Party in Indian Politics, Vol. II: Election Studies.*, New Delhi Chanakya Publications.
7. Brass, P. (1974), *Language, Religion and Politics in North India.*, London Cambridge University Press.
8. Brass, P. (1995), *Ethnic Groups and the State.*, London Croom Helm.
9. Chatterjee, P. (1999), *State and Politics in India.*, New Delhi. Oxford University Press
10. Fadia, B.L. (1984), *State Politics in India.*, New Delhi Vol. II. Radiant Publishers.
11. Frankel, F.R. (2005), *India's' Political Economy 1947-2004: The Gradual Revolution.* New Delhi Oxford University Press.
12. Hasan, Z. (2002), *Parties and Party Politics in India.*, New Delhi Oxford University Press.
13. Iqbal, N. (1967), *State Politics in India.*, Meerut, Meenakshi Parkashan.
14. Jayal, N.G. (2001), *Democracy in India.* New Delhi.
15. Oxford University Press, Kothari. (1988), *State Against Democracy: In Search of Human Governance.*,

New Delhi, Ajanta Publishers.

16. Kumari, R. (1967), Politics in India. Orient Longman Bombay, New Delhi Asia Publishing House.
17. Noorani, A.G. (2000), Constitutional Questions in India., New Delhi, Oxford University Press. 18) Pylee, M.V. (1977), Constitutional Government in India., Bombay Asia Publishing House.
18. Pylee, M.V. (1998), an Introduction to the Constitution of India., New Delhi Vikas Publishers. 20) Venna, S.P. & Bhambri,
19. C.P. (1967), Election and Politics Consciousness in India., Meerut, Meenakshi Prakashan.

**CORE COURSE  
(GEOGRAPHY)**

L	T	P	CR
5	1	0	6

**COURSE NAME: RESOURCES AND ENVIRONMENTAL GEOGRAPHY: WORLD PATTERNS**  
**COURSE CODE: EDU217**

**OBJECTIVES:** The students will be able to:

- Describe concept of resources and their interface with environment.
- Examine use and misuse of various resources and analyze future prospects.
- Discuss various methods and approaches of conservation and management of natural resources.
- Discriminate the quantitative and and qualitative aspects of human resources in spatial perspectives and the associated environmental problems.

**COURSE CONTENT**

**UNIT-I**

- Meaning, nature and components of environmental geography. Human-Environment Relationship  
Environmental determination and possibilism

**UNIT-II**

- Nature and definition of resources. Resources: Environment interface Classification of resources: renewable and non-renewable: biotic (forests, wildlife, livestock, fisheries, agricultural crops) & Abiotic (land, water, minerals)

**UNIT-III**

- Spatial Distribution, availability, utilization and conservation of water, minerals and energy resources, their economic and environmental significance and sustainability.
- Types of the spatial distribution of forests- their economic and environmental significance and conservation.
- Types of the spatial distribution of fisheries- their economic and environmental significance and conservation.
- Major soil types and their distribution- problems of soil erosion and soil conservation

**UNIT-IV**

- Human resources: quantitative and qualitative aspects of Population: number, distribution, density, growth, literacy and urbanization population resources relationship: population- resource regions of the world.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a report on Types and distribution of forests & Types and distribution of fisheries - their economic

and environmental significance and conservation

2. Make a Project on renewable and non-renewable Resources.
3. Organize a trip to a Wildlife Sanctuary and make a report based on your observations.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Chandna, R.C. (1996), A Geography of Population. Kalyani Publishers, Ludhiana.
2. Chandna, R.C. (1998), Environmental Awareness. Kalyani Publishers, Ludhiana.
3. Chawla, I.N. (1999), Geography of Resources. Bharat Prakashan, Jalandhar.
4. Khullar, D.R. (2000), India: A Comprehensive Geography. Kalyani Publishers, New Delhi.
5. Singh, R.L. (1971), India: A Regional Geography. National Geographical Society of India. Varanasi.
6. Truman, A.H. & Alexander, J.W. (1994), Economic Geography. Prentice-Hall of India, New Delhi.

### CORE COURSE (ECONOMICS)

**COURSE NAME: Macro Economics**  
**COURSE CODE: EDU221**

L	T	P	CR
5	1	0	6

### COURSE CONTENT:

#### UNIT- I

- Distinction between Micro and Macro Economics; Determination of Income and Employment: Classical and Keynesian models; Say's Law of Market and aggregate demand and aggregate supply. Consumption functions; average (short-run and long-run) and marginal propensity to consume; static and dynamic multipliers.

#### UNIT- II

- Investment: Meaning, Demand schedules and factors affecting investment decision. Marginal Efficiency of Capital. Accelerator, multiplier-accelerator interaction. Trade cycles-meaning, characteristics and phases. Samuelson and Hicks Models of trade cycles.

#### UNIT- III

- Money: Its functions and role. Money and Capital Markets (Introductory). Quantity Theory of Money. Liquidity preference theory. Banking: Definitions of banks. Credit creation and credit control.

#### UNIT-IV

- Inflation: Concept, Causes and cures. Inflation-unemployment Trade-off (only Phillips' contribution). Macroeconomic Policies: Fiscal policy – meaning, objectives and instruments. Monetary policy – meaning, objectives and instruments.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**Recommended Texts:**

1. Shapiro, E. Macroeconomic Analysis, Harcourt, Brach and World, New York, 1978.
2. Dernaburg, T.F. and MC Dougall D.M., Macroeconomics: The Measurement, Analysis and Control of Aggregate Economic Activity, McGraw-Hill, Kogakusha, Tokyo, 1972.
3. Gupta, S.B. Monetary Economics: Institutions, Theory and Policy, S. Chand, New Delhi, 2000.
4. Agarwal, V. Macroeconomics Theory and Policy; Pearson India Education Services Pvt Ltd, 2019.

**CORE COURSE  
(PSYCHOLOGY)**

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY**  
**COURSE CODE: EDU223**

L	T	P	CR
4	1	0	5

**OBJECTIVES:** After the completion of the semester, the student will be:  
Able to understand the basic concepts of experimental psychology.

**COURSE CONTENT**

**UNIT-I**

- **Experimental Psychology:** Introduction and Nature of Experimental Method, Advantage and Disadvantage.
- **Variables:** Types of Variables, Stimulus, Organismic and Response Variables, Process of experimentation-manipulation and control of variables, Concept of within and between Experimental Designs.

**UNIT-II**

- **Sensation:** Types of sensations, Visual sensation; structure and functions of the eye. Theories of color vision (Young- Helmholtz. Opponent-Process & Evolutionary). Auditory sensation: Structure and functions of the Ear-Theories of hearing. A brief introduction to cutaneous sensation, olfactory sensation and gustatory sensation.
- **Perceptual Processes:** Selective Attention, Nature and factors affecting perception, Principles of perception (organization), perception of form; contour and contrast, figure-ground differentiation, perceptual set.

**UNIT-III**

- **Perception of Movement:** Image-Retina and Eye-Head movement system, apparent movement, Induced movement, Auto Kinetic movement.
- **Perception of Space:** Monocular and Binocular cues for space perception. Perceptual constancies lightness, brightness, size and shape.
- **Illusions:** Types, causes and theories

**UNIT-IV**

- **Statistics:** Normal Probability Curve, Its nature and characteristics (Numerical of Areas under NPC only)

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. D. Amato, M.H.R. Experimental Psychology, Tata McGraw Hill, New Delhi, 2001.
2. Garrett, H.E. and Woodworth, R.S. Statistics in Psychology and Education. Vikils, Feiffer and Simons Pvt. Ltd., 1969.
3. Ker lingers, P.N.: Foundation of Behavioral Research, Surjeet Publications, New Delhi, 1998.
4. Postman, L. and Egan. J.P.: Experimental Psychology, Harper and Row, New York.
5. Schiff man, H.R.: Sensation and Perceptions, John Willey and Sons, 1982.
6. Woodworth, R.S. and Schlosberg, H.: Experimental Psychology, Holt, Rinehart and Winston, Inc. 1954.
7. Solos, Experimental Psychology: A Case Approach Pearson Education, New Delhi, 2007.
8. Sternberg, R.J. Cognitive Psychology, Thomson Wads Worth, 2007.
9. Skinner; Charles (2012). Educational Psychology. Prentice-Hall of India. Pvt. Ltd.

## CORE COURSE (PSYCHOLOGY)

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY PRACTICAL**  
**COURSE CODE: EDU225**

L	T	P	CR
0	0	2	1

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Role of set in perception.
2. Retroactive inhibition
3. Recall vs. Recognition Method
4. Bilateral transfer of learning.
5. Paired Associate learning.
6. Classical Conditioning / Reaction Time (Simple Vs. choice RT or Auditory vs. Visual RT)

## SKILL ENHANCEMENT COURSE

**COURSE NAME: VALUE AND ETHICS IN EDUCATION**

L	T	P	CR
2	0	0	2

**COURSE CODE: EDU231**

**OBJECTIVES:** To enable the students to:

1. Understand the nature of values, moral values and moral education
2. Appreciate the contributions of great educational philosophers.

## UNIT-I

- Value Education: Concept, Nature, Source & importance, Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human Values-Truth, Peace, Non-violence, Righteous Conduct.



- The value education system in India.
- Factors affecting values.

#### **UNIT-II**

- Value Crisis and conflict resolution: Concept, Positive and negative aspects of conflict, types of conflicts, conflict resolution, conflict, management, Model of conflict resolution, Styles of conflict resolution.
- Impact of Modern Education and Media on Values and conflict resolution.
- Role of a teacher in the preservation of tradition and culture.
- Role of family, tradition and community in value development

#### **UNIT-III**

- **Ethics:** Meaning, types of ethics, the importance of ethics in education.
- **Code of Ethics for Educators:** AAE (Association of American Educators),
- Draft Code of Professional Ethics for school teachers in India

#### **UNIT-IV**

- The ethical teacher
- ✓ Introduction to ethics in teaching
- ✓ Teacher as a moral person and moral educator
- ✓ Dilemmas in teaching, collegial fear
- ✓ Learning to create an ethical culture
- ✓ using ethical knowledge to inform practice
- Shared and distributed leadership in schools
- why we need capable educational leaders.

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### **SUGGESTED READINGS**

1. Adams, D. (Ed). (1997). Unesco and a Culture of peace, promoting a global movement.
2. Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi Shipra Publication.
3. Chadha, S.C. (2008) Education value & value education. Meerut: R. Lall Books Depot.
4. Chand, J. (2007). Value education. Delhi: Anshah Publishing House.
5. Civilization. London: SAGE Publications, 1996.
6. Diwaar, R.R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi peace foundation.
7. Education for Human Values (2003), Sathya sai instructional centre for Human Values: New Delhi.
8. Jagannath, M. (2005). The teaching of moral values development. New Delhi: Deep and Deep Publication.
9. Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
10. Khan, Wahiduddin (2003). The ideology of Peace, Goodword, New Delhi.
11. Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace Foundation.
12. Morrison, M.L. (2003) Peace Education. Australia: McFarland.

13. Passi, B.K., & Singh, P. (1999). Value education. Agra: Psychological Corporation.
14. Ruhela, S.P. (1986). Human Values and Education. New Delhi: Sterling publishing.
15. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
16. Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.
17. Singh, Y.K., & Natha, R. (2008) Value Education. New Delhi: A.P.H. Publishing Corporation.
18. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
19. UNESCO. Learning the Way of Peace: Teacher's Guide.
20. UNICEF. The State of the World's Children (reports of the last five years).
21. Bhatt, S.R.(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.
22. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
23. Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,
24. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,
25. Mascarenhas, M. & Justa, H.R., (1989)., Value Education in Schools and Other Essays, Delhi Konark,
26. R., King, (1969) Values & Involvement in Grammar School, London: Routledge, S. Abid Hussain; The Indian Culture
27. Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.,
28. Singh, Samporn (1979) Human Values, Jodhpur: Faith Pub.,
29. Sourcebook of Human Rights – NCERT
30. Ethics for Everyone: <https://arthurdobrin.files.wordpress.com/2008/08/ethics-for-everyone.pdf>
31. <http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf>
32. Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>
33. Arnold Toynbee 's Challenge-Response: <http://www.greenbookee.com/arnold-toynbee-challenge-and-response/>
34. Life of Dr. Abdul Kalam: <https://yippee.files.wordpress.com/2011/04/wings-of- fire-by-Abdul-kalam-printers1.pdf>
35. Values and UNESCO: <http://unesdoc.unesco.org/images/0012/001279/127914e.pdf>

### SKILL ENHANCEMENT COURSE

**COURSE NAME: GUIDANCE AND COUNSELLING**

**COURSE CODE: EDU233**

L	T	P	C R
2	0	0	2

**OBJECTIVES:** To enable student teachers:

1. To understand the nature, scope and domains of Guidance.
2. To use different tools of guidance for assessment.
3. To understand the principles and approaches to counseling.
4. To realize the importance of guidance and counseling programmes.

#### UNIT-I

- **Nature and Scope of Guidance:** Philosophy and Objectives of Guidance, Tools of Guidance- (Intelligence tests, Aptitude tests, Interest inventories, Personality tests and Achievement tests)
- Role of teachers in Guidance, Functions of Guidance Services, Quality of Guidance Services.

## UNIT-II

- **Domains of Guidance:** Educational Guidance: Role of Guidance Officer, Role of Government Agencies, Effective Academic Guidance.
- Vocational Guidance: Concept of Vocational Guidance, Role of Guidance Counsellor and Modern trends in Vocational Guidance.
- Personal Guidance: Concept of Personal Guidance, Guidance for personality building. Group Counselling/ Individual Counselling

## UNIT-IV

- **The organization of Guidance and Counselling Programmes:** Components, Planning for guidance and counseling, Training of School Counsellors, Group work and Managing Guidance and Counselling Programmes.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Impact of parenting styles on Juvenile delinquents.
2. Administering Aptitude/Interest Inventory.
3. Measurement of Motivation, Achievement motivation, Aspiration.
4. Measuring child IQ by using Jalota 's mental ability test.
5. A visit to a rehabilitation center.
6. The class will be divided into groups constituting of 5 to 6 students and each team will be given an assignment to submit a report on the visit to the Rehabilitation center.
7. Group discussion on needs and importance of guidance and counseling

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. David Capuzzi, Douglass R. Gross. (2008) Counseling and Psychotherapy. Delhi Dorling Kindersley.
2. Devi, L. Encyclopedia of Child Welfare Vol (I-VI).
3. Madan, G. R. Indian Social Problems.
4. Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.
5. Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay: TISS.
6. Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay: TISS. Roy, S. Shikshamanavidya.
7. Aggarwal, J. C. (2004). Educational Vocational Guidance and Counseling, New Delhi: Doaba House.
8. Bhatia, K.K. (2008). Principles of Guidance and Counselling, New Delhi: Kalyani Publishers.
9. Chauhan, S.S. (1982), Principles and Techniques of Guidance, New Delhi: Vikas Publication House.
10. Granz, R. M. (2005). Foundations and Principles of Guidance, Boston: Allyn & Bacon.
11. Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications.
12. Jones, J. A. (1970). Principles of Guidance, New York: McGraw Hill.
13. Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling Publishers.

14. Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.
15. Nayak, A.K. (1997), Guidance and Counselling. New Delhi: APH Publishing Corporation.
16. NCERT (2008). Counselling Process and Strategies (Module 2). New Delhi: NCERT
17. NCERT (2008). Guidance for Human Development and Adjustment (Module 3). New Delhi: NCERT.
18. NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT
19. Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan.
20. Sharma, R.A. (2008). Fundamentals of Guidance & Counselling, Meerut: R Lall Book Depot.
21. Shertzer, B. & Stone, S. C. (1974). Fundamentals of Counselling, London: Houghton Missli.
22. Shirley, A. H. & Guilford, E. (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
23. Sidhu, H.S. (2005). Guidance and Counselling, Patiala: Twenty-first century Publications.
24. Strang, R. (2005). Counseling Techniques in Colleges and Secondary Schools, New York: Harper
25. Suri, S.P. and Sodhi, T.S. (2000). Guidance and Counselling, Patiala: Bawa Publishers.

### FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS

**COURSE NAME: RECORDING BEST PRACTICES IN DIFFERENT SCHOOLS**

**COURSE CODE: EDU291**

L	T	P	CR
0	0	1	1

**Duration: 1 Week**

**Note:** The future of our communities depends on a generation, not only skilled in academics but also excited about belonging to an educated community. That community will arise only if schools engage and connect with today 's children. Effective schools create an environment that increases academic, social and emotional success- an environment of strong school connectedness. Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices apply to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Both scholastic and co-scholastic areas are covered under best practices.

**Four best practices for teachers include:**

- Teaching a balanced curriculum,
- Teaching an integrated curriculum,
- Differentiating instruction to meet individual student needs and
- Providing active learning opportunities for students to internalize learning.
- Each pupil-teacher will prepare a report and will submit it to the concerned teacher. This report will be evaluated and grades will be awarded.

### Semester- IV

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
1.	Perspectives in Education	Compulsory	EDU202	Learning and Teaching	3	1	0	4
2.	Core Course	Compulsory	EDU204/ EDU206/ EDU208	Elective English-IV/ Elective Hindi-IV/ Elective Punjabi-IV	5	1	0	6
3.	Core Course	Compulsory	EDU210/ EDU218	History/ Geography/	5/4	1	0	6/5
4.	Core Course	Compulsory	EDU218A	Geography Practical	0	0	2	1
5.	Core Course	Compulsory	EDU216/ EDU212/ EDU222A/ EDU224	Political Science/ Sociology/ Economics/ Psychology	5/4	1	0	6/5
6.	Core Course	Compulsory	EDU226	Psychology Practical	0	0	2	1
7.	Skill Enhancement course/ Enhancing Professional Capacities	Compulsory	EDU232	Drama and Art in Education	0	0	3	2
8.	Skill Enhancement course/ Enhancing Professional Capacities	Compulsory	EDU234	Reading and Reflecting on Text	2	0	0	2
9.	Curriculum and Pedagogic studies	Compulsory	EDU272	Language Across the Curriculum	2	0	0	2
10.	Curriculum and Pedagogic studies	Compulsory	EDU274	Assessment for Learning	2	0	0	2
11.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU292	Preparing School Map	0	0	1 Week	1
<b>GRAND TOTAL</b>								<b>31</b>

## PERSPECTIVES IN EDUCATION

**COURSE NAME: LEARNING AND TEACHING**  
**COURSE CODE: EDU202**

L	T	P	CR
3	1	0	4

**OBJECTIVES:** To enable the student teacher to:

1. Develop a scientific attitude for the process of teaching and learning.
2. Understand the concept, nature, theories and factors affecting learning.
3. Explore psycho-social domains of teaching and learning.
4. Understand the overall view of teaching and learning styles.
5. Conceptualize the needs of exceptional/ gifted children.
6. Administer, score and interpret the results of psychological tests.

### COURSE CONTENT

#### UNIT-I

- Learning: Meaning, Nature, Theories and Factors affecting learning and their educational implications.
- learners 'motivation.
- Constructivism–implications to curriculum and pedagogy, Characteristics of the constructivist classroom and constructivist teacher.

#### UNIT-II

- Psychosocial domains of Teaching and Learning according to Erikson's Theory
- Cognitive Psychology: - Meaning, Importance in Learning & Teaching. Cognitive development according to Piaget.
- Socio-cultural theory: – Meaning, Importance in teaching and learning, Socio-cultural theory according to Vygotsky (ZPDconcept).
- Emotional development: - Meaning, Process, and its effect on the Teaching and Learning Process.

#### UNIT-III

- Learning and teaching style: Learning Style: -Concept, Types and importance in Teaching-Learning process, factors affecting learning styles.
- Teaching Style: -Concept, Types and effect on Teaching-Learning process, factors affecting teaching styles.,
- Role of Cerebral Hemispheres in Thinking, learning and Teaching Style.

#### UNIT-IV

#### MODELS OF TEACHING

- Effective teaching: meaning, component and parameters of effective teaching, identification of teaching skills, principles of teaching.
- Concept Attainment Model
- Advance Organiser Model

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

- Serial learning of meaningful and nonsense syllables, Memory test, Case study, Division of attention test, Personality test, Verbal test of Intelligence, Non-verbal test of Intelligence,

Emotional Intelligence test, Mental Health assessment tool, Measurement of Study Habits.

- Visit nearby schools (at least four different schools). Observe the teaching-learning process in some classrooms for a few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there.
- Observe a class in your practicing school for a few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- The class will be divided into groups constituting of 5 to 6 students and each team will be given an assignment for a power-point presentation.
- The class will be covered through the project work e.g. Teaching-learning process in some classrooms for a few days.
- Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner.
- Read a few diaries written by teachers; analyze their text in the context of teaching activities.
- Interact with your peers and a few teachers. Discuss whether teaching is a profession and prepare a report based on their perception.
- Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Aggarwal J. C., Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.2010.
2. Bhatia & Bhatia, A Text Book of Educational Psychology, Doaba House, New Delhi2001.
3. Charles E. Skinner, Educational Psychology, Prentice Hall of India Pvt. Ltd. New Delhi1996.
4. Clifford T. Morgon, A Brief Introduction to Educational Psychology, Tata- McGraw Hill Pub. Com. Ltd. New Delhi2000.
5. Dandekar W. N, Psychological Foundations of Education, Macmillan India Pvt. Ltd.2000.
6. Dhandapani S, A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi,2000.
7. Elizabeth Hurlock. Personality & development, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.
8. Hilgard E. R, Atkinson R C & Atkinson R L Introduction to Psychology, Oxford & IBH Pub. Com. Ltd. New Delhi1980.
9. Henry Garrett, Great experiments in Psychology, Appleton- Century- crofts, INC, New York.
10. Kavya Kishore., P.B. Fundamentals of Educational Psychology: Learning and Instruction,

- Anmol publications Pvt (Ltd), New Delhi,2013.
11. Paul. R. Abramson, Personality, Holt Rinehart & Winston, New York,1960.
  12. Prof. E.G. Parameswaran, C. Beena. An Invitation to Psychology Neel Kamal Publications Pvt. Ltd., NewDelhi-2004.
  13. Shrivashra D.N, Verma Preeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
  14. Pareek Prof Matworeshwar, Child Development and Family Relationship, Research Publication, Jaipur,2002.
  15. Mangal. S.K, Mangal Shubhra, Child Development, Arya Book Depot New Delhi,2005.
  16. Sharma, R.K, Sharma, H.S, Tiwari, Aryana, Psychological Foundation of Child development, Rodham Prakashan Mandir, Agra,2006.
  17. Singh. D.P, Talang. Amritanshy, Prakash Ved. Psychosocial basis of learning and development, research publication, Jaipur,2002.
  18. Shrivastava. D.N. Verma, Verma, Preeti, Modern Experimental Psychology and Teaching, Shri Vinod Pustak Mandir, Agra,2010.
  19. Mathur, S.S., Development of learner and Teaching-learning process, Agrawal publication, Agra,2007-08.
  20. Mishra. R.c., Child Psychology. A.P.H Publishing Corporation, New Delhi,2010.
  21. Dweck, C. Mindset: The new psychology of success. Random House LLC,2006.
  22. Piaget, J. Development and learning. in M Gauvarin& M. Cole (Eds.) readings on the development of children. New York. WH Freeman & company,1997.
  23. Plato, Reason and persuasion Three dialogues in J. Holbo (Ed) meno: reason, persuasion and virtue. Person, 2009.
  24. Saraswathi T. S. Adult-child continuity in India: in adolescence a myth or an emerging reality? In Saraswathi T.S. {9Ed} culture, socialization and human development: theory research and applications in India. New Delhi Sage,1999.
  25. Mangal S.K, Advanced Educational Psychology P H I Learning Pvt. Ltd. NewDelhi-2008.

### **CORE COURSE (ENGLISH)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**COURSE NAME: ENGLISH**

**COURSE CODE: EDU204**

**OBJECTIVES:** After the completion of the semester, the students will be able to:

1. Make use of competence in all four skills i.e. Listening, speaking, reading and writing.
2. Describe the implications of teaching/learning language through literature.
3. Develop the power of imagination through literature.

### **COURSE CONTENT**

#### **UNIT- I PRESCRIBED POEMS**

- John Donne: The Sun Rising ii) Thomas Gray: Elery written in the Country Churchyard(half) iii) William Black: The Tiger (iv) William words worth: To Skylark (v) John Keats: Ode to Nightingale (vi) Tennyson: Ulysses (vii) Browning: My Last Duchess viii) Matthew Arnold: To Marguerite ix) Hopkins: Pied Beauty x) WB Keats: A Prayer for my Daughter xiii) TS Eliot: Journey of the Magic xiv) Philip Larkin: The Trees



## UNIT- II

### LITERARY TERMS

- Allegory, Allusion, Anthesis, Epic, Epithet, Hyperbole, Terza Rima Metaphor, Metonymy, Oxymoron, Personification,
- Sperian Stanza, Satire, Free Paragraph, Anaphora, Epiphora, Imagery, Symbol, Alliteration, Consonance, Simile, Theme.

## UNIT- III

- PRECISE writing
- Identifying figures of speech in sentences (unseen)

## UNIT- IV Grammar (figures of speech)

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Abrams, M. H. (2007). A Glossary of Literary terms. New Delhi.
2. Austen, J. (2008). Pride and Prejudice. New Delhi: UBS Publishers.
3. Cuddon, J. A. (1998). The Penguin Dictionary of Literary Terms and Literary Theory.
4. New Delhi: Penguin Books India (P) Ltd.
5. Fifteen Poets. (1988). Calcutta: Oxford University Press India.
6. Hewings, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.
7. Rao, V.K. (2007). Peculiar English. New Delhi: Neelkamal Publications.
8. Singh, V.R. (2009). The Written Word. New Delhi: Oxford University Press.
9. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

### CORE COURSE (HINDI)

**COURSE NAME: HINDI**  
**COURSE CODE: EDU206**

L	T	P	CR
5	1	0	6

### OBJECTIVES: u izfØ;k ds lekiu ds mijUr fo|kFkhZ%

- ,dkadh ds rRoksa ds vk/kj ij leh{kkRed iz'u djsaxsA
- ikB; Øe esa fn, x, ukVd vkSj ,dkadh dh ifjHkk"kk] rRo vkSj oxhSdj'k ij vk/kfjr nksuksa fo/kvksa lEcU/h iz'u djsaxs
- O;ogkfd O;kdj.k lEcU/r iz'u dk mÙkj djsaxsA
- fu/kZfjr fo"k; ij lkj ys[ku djsaxsA

- fojke fpg~uksa dk iz;ksx O;ogkfd :i esa djsaxsA
- nsoukxjh fyfi ds fodkl o xq.kksa dks tkudj nks" k o lq/kkjksa ds mik;ksa dks rS;kj djsaxsaA

### UNIT- I

- vkn'kZ ,dkadh laxzg lañ Mk- lalkj pUnz] iatkc ;wfuoflZVh ifCyds'ku C;wjks] p.Mhx<+ }kjk izdkf'krA

d-,dkadh ds rRoksa ds vk/kj ij leh {kkRed iz'u (lkj&ys[ku] pfj=&fp=.k] mís'; lEcU/kh [k-lanHkZ lfgr O;k;k ugha iwNh tk;sxhA

### UNIT- II

- leh {kk fl)kUr% dsoy ukVd rFkk ,dkadh
- ifjHkk"kk] rÜo vkSj oxhZdj.k ij vk/kfjr ukVd rFkk ,dkadh nksuksa fo/kkvksa lEcU/kh iz'u iwNs tk;saxs

### UNIT- III

- rdudh 'kCnkoyh% dsoy iz'kkldh; 'kCnkoyh] ¼layXu 'kCnkoyhA½
- fuea=.k i=] foKkfjr@foKkiu dk virS;kj djuk
- nsoukxjh fyfi% fodkl xq.k o nks" k lq/kj ds mik;

### UNIT- IV

- O;kogkfd O;kdj.k

¼d½ lekd' fr] fHkUukFkZd 'kCn&;qXe  
¼[k½ Loj laf/k ,oa O;atu lfU/k  
¼x½ lfU/k&foPNsn ¼dsoy O;ogkfd½  
¼?k½ okD; 'kks/ku  
¼M½ fojke fpg~u

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READING:

1. pUnz lalkj ¼2006½ vkn'kZ ,dkadh laxzg] iatkc ;qfuoflZVh ifCyds'ku C;wjks] p.Mhx<+A
2. dqekj lq'khy ¼2009½ lkekU; fgUnh] iz;kx iqLrd Hkou] bykgckn
3. flag cgknqj ¼2008½ fgUnh lkfgR; dk bfrgkl] ek/o izdk'ku] ;equkuxjA
4. ckgjh gjnso ¼2004½ fgUNh mn~Hko fodkl vkSj :i] fdrke egy] bykgcknA
5. nhf{kr Hkkxhjk ¼2003½ leh {kkyksd] bUnzizLFk izdk'ku fnYyhA
6. tSu fueZyk ¼2006½ ubZ leh {kk ds izfreku] us'kuy ifCyf'kax gkml] fnYyhA
7. frokjh HkksykukFk ¼2008½ Hkk"kkfoKku] fdrkegy ,tsUlht+] bykgcknA

**CORE COURSE  
(PUNJABI)**

L	T	P	CR
5	1	0	6

**COURSE NAME: PUNJABI**  
**COURSE CODE: EDU208**

**OBJECTIVES**

- fJ; g/go dk T[d/P ftdnkoEhnK B{z wXekbh gzikph eftsk ;zpzXh ;zg{oB ikDekoh d/Dk j?.
- ejkDh okjhA ftdnkoEhnK d/ nB[Gt B{z j'o v{zxx pDkT[Dk j?.
- gzikph ;kfjs d/ fJfsjk; ;zpzXh sZEK B{z j'o ;gPN eoBk j?.
- ejkDh ;kfjs o{g pko/ ft;Ekog{ote uouk eoBk j?.

**gkmeqw**

- wZXekb dh u'DthA eftsk
- ejkDh ;zrqfj
- gzikph ;kfjs dk fJfsjk; (1701 s'A 1900 sZe)

**e'o;**

- wZXekbh ekft ;[rzXhnK (;zgh) vkH Xow f;zx, gpfbe/PB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ .
- (fBoXkos eth L jkPwPkj, eth ;"AXk, ekdo:ko, Pkj w[jzwd ns/ GrtkB f;zx)
- eEk^gqtj (;zgh) ;[fozdo e[wko dt/Pto, gpbhe/PB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ.

**UNIT- I**

- (T)wZXekbh ekft ;[rzXhnK(;zgL vkH Xow f;zx)g[;se ftu'A gq;zr ;fjs ftnkfynk (d' ftZu'A fJZe)
- (n)fBoXkos ekft- g[;se ftu'A fe;/ fJZe eftsk dk ftPk dZ; e/ ;ko eoBk (d' ftZu'A fJZe)

**UNIT- II**

- (T) eEk^gqtj (;[fozdo e[wko dt/Pto)g[;se ftu'A xNBktK, EhW, gkso fusoB s/ eEk i[rsK ;zpzXhgqPB (d' ftZu'A fJZe)
- □(n) ejkDh ;zrqfj ftu'A fe;/ fJe ejkDh dh ;kfjse goy (d' gqPBK ftu'A fJZe eoBk)

**UNIT- III**

- ekft ;zrqfj s/ ejkDh ;zrqfj ftu'A bx{ T[FZsoK tkb/ gqPB (nZm gqPBK ftZu'A gzi)
- (gqPB dk T[FZso fszB- uko ;soK s'A tZX Bk j't)

**UNIT- IV**

- gzikph ;kfjs dk fJfsjk; (1701 JhL s'A 1900 JhL) tko ekft, izrBkwk ns/ feZ;k;kfjs (;zy/g T[FZsoK tkb/ gqPB) (nZm ftZu'A e'Jh gzi^T[FZso fszB ;soK s'A tZX Bk j't)
- fBoXkfos ethnK T[FZs/ B'N (ihtB, ouBk, :rdkB), (jkPwਯਯ, ekdo:ko, ਯਯw[jzwd, GrtkB f;zx) d' ftZu'A fJZe

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. gzikph ;kfjs dk fJfsjk; (1701-1900)- gzikp : {Bhtof;Nh, uzvhrVQ.
2. gzikph ;kfjs dk fJfsjk; (1701-1900)- gzikph : {Bhtof;Nh, gfNnkbk.
3. gzikph ;kfjs dk fJfsjk;^ vkH jfoGiB f;zx GkPk ftGkr (1972), gfNnkbk.
4. izrBkwk f;zxK s/ cozrhK^;zgh feogkb f;zx e;/b (2001) GkPk ftGkr, gfNnkbk.
5. wZXekbh ekft ;[rzXhnK(;zgL) vkH Xow f;zx, gpbhe/PB fpT {o', gzikp : {Bhtof;Nh, uzvhrVQ. (fBoXkfos eth L jkPw ऋण, eth ;"AXk, ekdo:ko, Pkj w[jzwd, GrtkB f;zx)
6. eEk gqtkj (;zgL) ;[fozdo e[wko dt/Pto, gpbhe/PB fpT {o', gzikp : {Bhtof;Nh,uzvhrVQ.

## CORE COURSE (HISTORY)

**COURSE NAME: WORLD HISTORY 1500- 1870 A.D.**  
**COURSE CODE: EDU210**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** After the completion of the semester, students will be able to

1. Explain the emergence of modern Europe by studying world history.
2. Describe the rise of a new culture as seen in the decline of feudalism and the rise of new
3. Culture as seen in the decline of feudalism and the rise of Renaissances and reformation
4. Discuss the growth of national political territories.

## COURSE CONTENT

### UNIT- I

- The Renaissance and Reformation: the decline of Feudalism; factors for the growth of Renaissance and its effects in Europe; Martin Luther 's protestant reformation; Counter-reformation
- Rise of Absolute state: France
- The glorious revolution and its effects

### UNIT- II

- The French revolution: causes and impact of the French revolution
- Napoleon Bonapart: reforms of Napoleon Bonapart; his continental system

### UNIT- III

- Congress of Vienna (1815): motives, working, principles, provisions and significance of Congress of Vienna
- New inventions; spread to Europe; impact on society
- Crimean war

### UNIT-IV

- Unification of Italy: different stages in unification of Italy; role of Mazzini, Cavour and Garibaldi
- Unification of Germany: the rise of nationalism and the role of Bismarck in the unification of Germany

#### MAP

- Important historical places-Paris, London, Rome, Berlin, Frankfurt, Vienna, Waterloo and Moscow
- Unification of Germany
- Unification of Italy
- World Map

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Chandra, B. (1989). India 's Struggle for Independence. Penguin Books, Viking, India.
2. Chandra, S. (2008). Medieval India. New Delhi: Har-Anand Publications
3. Geoffery (2005). Times Compact History of the World. New York: Parker Publications, New Hyde Park.
4. Geoffery (2001). Short History of The World. New Hyde Park, New York: Parker Publications.
5. Ketelbay, C.D.M. (2005). Short History of Europe. New Delhi: Surjit Publishers.
6. Koch, W.H. (1989). Origin of First World War. United Kingdom: Palgrave Publishers.
7. Thapar, R. (2002). The Penguin History of Early India (to AD 1300). New Delhi: Penguin Books.

#### CORE COURSE (SOCIOLOGY)

**COURSE NAME: SOCIAL STRATIFICATION**  
**COURSE CODE: EDU212**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** After the completion of the semester, the students will be able to:

1. Describe the concept and meaning of social stratification.
2. Explain the elements of social stratification.
3. Analyze the theories of social stratification.
4. Describe the concept, meaning and indicators of social mobility.

#### UNIT- I

- Social stratification – meaning, features and functions; inequalities – social and natural.

*Elements:* differentiation, hierarchy, ranking, reward, evaluation.

## UNIT- II

- Theories of social stratification:
- Functional – Davis and Moore
- Conflict – Karl Marx
- Multi-dimensional – Max Weber.

## UNIT- III

- *Forms:* caste, class and gender. Features and Interface.

## UNIT-IV

- Social Mobility – meaning, features, types, factors.
- Indicators – education, occupation, income.

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Bendix, R. & Lipset, S.M. (1974). *Class, Status & Power: Social Stratification in Comparative Perspective*, London: Routledge & Kegan Paul.
2. Ghurye, G.S. (1983). *Caste, Class and Occupation*, Bombay: Popular Prakashan.
3. Giddens, Anthony (2001). *Sociology: A Text Book for the Nineties*, London: Polity.
4. Haralambos, M. (1998). *Sociology: Themes and Perspectives*, New Delhi: Oxford
5. Johnson, Harry, M. (1998). *Sociology: A Systematic Introduction*, Delhi: Allied
6. Macionis, John J. (2005). *Society: The Basics*, New York: Prentice- Hall.
7. Sharma, K.L. (1980). *Essays in Social Stratification*, Jaipur: Rawat.
8. Tumin, M. (1987). *Social Stratification*, New Delhi: Prentice-Hall. Publishers. University Press.

## CORE COURSE (MATHEMATICS)

### COURSE NAME: DIFFERENTIAL EQUATIONS, VECTOR CALCULUS AND MECHANICS

COURSE CODE: EDU214

**OBJECTIVES:** After the completion of the semester, the students will be able to:

L	T	P	CR
6	0	0	6

1. Derive theorems related to differentiation and integration of transforms.
2. Solve partial differential equations with the general and charts method.
3. Derive vector transformation, vector integration and related problems.

4. Explain velocities and accelerations in its varieties as prescribed in the courses.
5. Derive motions in different places and different media.

## **COURSE CONTENT**

### **UNIT- I**

- Differentiation and integration of transforms, Convolution theorem, solution of integral equations and systems of differential equations using the Laplace transformations

### **UNIT- II**

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

### **UNIT- III**

- Preliminary concepts, Force Systems-coplanar, collinear, concurrent, parallel, equivalent force systems; Forces acting at a point- parallelogram law of forces, resolved parts of a force, triangle law of forces,  $\lambda -\mu$  theorem, Lami 's theorem, polygon law of forces; Parallel forces- two like parallel, unlike parallel; Moments- a moment of force, Varignon 's theorem.

### **UNIT-IV**

- Dynamics- state of rest and motion, displacement, velocity, speed, acceleration; motion with constant accelerating; Newton 's laws of motion, weight carried by a lift, Atwood 's machine, motion on a smooth inclined plane; constrained motion along a smooth inclined plane; motion under variable acceleration.

## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## **SUGGESTED READINGS**

1. Ayres, F. (1972). Theory and Problems of Differential Equations. McGraw-Hill Book Company.
2. Bronson, R. (1973). Theory and Problems of Differential Equations. McGraw-Hill Book Company.
3. Erwin, K. (1999). Advanced Engineering Mathematics. John Wiley & Sons Inc., New York.
4. Forsyth, A.R. (1998). A Treatise on Differential Equations. Macmillan and Co. Ltd., London.
5. Hilderbrand, F.B. (1977), Advanced Calculus or Applications. Prentice-Hall of India Pvt. Ltd., New Delhi.
6. Loney, S.L. (1956). An Elementary Treatise on the Dynamics of a Particle and Rigid Bodies. Cambridge University Press.
7. Loney, S.L. (1978). Statics. Macmillan and Company, London.
8. Murrarv R.S. (1997). Vector Analysis. Schaum Publishing Company, New York.
9. Murray, D.A. (1967). Introductory Course on Differential Equations. One Longman, India.
10. Narayan, S. (1993). A Text-Book of Vector Calculus. S. Chand & Co., New Delhi.

11. Saram, N. & Nigam, S.N. (1989). Introduction to Vector Analysis. Pathshala Pvt. Ltd., Allahabad.
12. Sneddon, I.N. (1988). Elements of Partial Differential Equations. McGraw-Hill Book Company.
13. Verma, R.S. (1988). A Text Book on Statics. Pathshala Pvt. Ltd., Allahabad.

**CORE COURSE  
(POLITICAL SCIENCE)**

**COURSE NAME: INDIAN POLITICS  
COURSE CODE: EDU216**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** The students will be able to:

1. Explain the party system in India, understanding national political parties, their ideologies, organizations and electoral performances explain the process of e- governance, advantages and disadvantages
2. Analyse the working of the Election Commission.
3. Discuss the meaning of caste, its difference with polity, the role of caste in the election.
4. Explain the meaning of religion and its relationship with politics, the impact of religion, region and language on politics.
5. Describe the meaning and definitions of foreign policy, India 's policy of Non-Alignment.

**COURSE CONTENT**

**UNIT- I**

- Nature of party system in India: a critical evaluation
- National political parties (Indian National Congress, BJP, CPI, CPI (M), BSP): Their organization, ideologies and electoral performance
- Regional political parties: organization, ideologies and electoral. Performance of Shiromani Akali Dal, DMK, Telugu Desam,

**UNIT- II**

- The Election commission: formation, functions and role
- Voting behavior: changing voting patterns and role of education Pressure groups in Indian politics

**UNIT- III**

- Emerging trends in Indian politics Role of Caste, Religion, Language, Regionalism
- E-Governance in India: Advantages and Disadvantages of e-governance.

**UNIT-IV**

- Basic principles and determinants of Indian foreign policy
- The policy of Non-Alignment: Meaning and Relevance. Role of India in the Non-alignment Movement.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of



creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## **SUGGESTED READINGS**

1. Austin, G. (1966), *The Indian Constitution: Corner Stone of a Nation.*, New Delhi, Oxford University Press.
2. Austin, G. (1999), *Working a Democratic Constitution: A History of the Indian Experience.*, New Delhi, Oxford University Press.
3. Basu, D.D. (1994), *An Introduction to the Constitution of India.* New Delhi Prentice-Hall,
4. Bhambri, C.P. (1997), *The Indian State Fifty Years.* New Delhi Shipra Publications,
5. Brass, P. (1990), *Politics of India since Independence.* Hyderabad Orient Longman,
6. Brass, P. (1985), *Caste, Faction and Party in Indian Politics. Vol. II: Election Studies.*, New Delhi Chanakya Publications.
7. Brass, P. (1974), *Language, Religion and Politics in North India.* London Cambridge University Press,
8. Brass, P. (1995), *Ethnic Groups and the State.*, London Croom Helm.
9. Chatterjee, P. (1999), *State and Politics in India.* New Delhi Oxford University Press,
10. Fadia, B.L. (1984), *State Politics in India. Vol. II.* New Delhi.
11. Radiant Publishers, Frankel, F.R. (2005), *India's Political Economy 1947-2004: The Gradual Revolution.*, New Delhi Oxford University Press.
12. Hasan, Z. (2002), *Parties and Party Politics in India.*, New Delhi, Oxford University Press.
13. Hasan, Z., Sridharan. E.& Sudarshan, R. (2004), *India's Living Constitution: Ideas, Practices, Controversies.*, New Delhi.
14. Penn Anent BlackIqbal, N. (1967), *State Politics in India.*, Meerut Meenakshi Parkashan.
15. Jayal, N.G. (2001), *Democracy in India* New Delhi.
16. Oxford University Press, Kothari, R. (1988), *State Against Democracy: In Search*
17. *Human Governance*, New Delhi Ajanta Publishers.
18. Kumari, R. (1967), *Politics in India.* Orient Longman Bombay, New Delhi Asia Publishing House.
19. Noorani, A.G. (2000), *Constitutional Questions in India.*, New Delhi Oxford University Press.
20. Pylee, M.V. (1977), *Constitutional Government in India*, Bombay. Asia Publishing House.
21. Pylee, M.V. (1998), *An Introduction to the Constitution of India.*, New Delhi Vikas Publishers.
22. Venna, S.P. & Bhambri, C.P. (1967), *Election and Politics Consciousness in India*, Meerut, Meenakshi Parkshan.

**CORE COURSE  
(GEOGRAPHY)**

L	T	P	CR
4	1	0	5

**COURSE NAME: GEOGRAPHY OF PUNJAB**  
**COURSE CODE: EDU218**

**OBJECTIVES:** After the completion of the semester, the students will be able to:

- Explain the regional setting of Punjab state in detail through physical and political maps.
- Analyze patterns of population and characteristics.
- State the distribution of major crops, industries and transport links in the state.
- Analyze the intra

**COURSE CONTENT**

**UNIT- I**

- Location, evolution of the state, administrative divisions. Relief, drainage, climate soils, vegetation, mineral and power resources

**UNIT- II**

- Population: number, distribution, density, growth (birth rate, death rate & migration, religious composition, urbanization)
- Main characteristics including green revolution, irrigation, main crops (wheat, rice, cotton, sugarcane) and their distribution agricultural marketing, livestock and dairying, problems of agriculture.

**UNIT- III**

- Main characteristics: distribution pattern of major industries (cotton textile, sugar, hosiery, engineering) industrial concentration, the problem of industrialization, Road, rail and air transport, interstate trade

**UNIT-IV**

- Regional geography of Majiha, Doaba, Malwa & major characteristics of each region

**GENERAL CARTOGRAPHY & MAP PROJECTION (Practical)**

**Course Code: EDU218A**

L	T	P	CR
0	0	2	1

**Practical No.1**

- **Map projections:** Concept, Classification and Criteria for Choice of Projections; Attributes and Properties of Cylindrical Equal Area, Mercator 's Projection; Conical Projection with Two Standard Parallels and Zenithal Gnomonic & Stereographic (Polar Case)

**Practical No. 2**

- **Representation of Data:** Line Graph, Bar Diagrams, Climograph and Hythergraph, Dot Method, Choropleth and Isopleths Methods.

**Suggested Readings:**

1. F.J. Monkhouse and H.R. Wilkinson (1972) Maps and Diagrams, Methuen and Co. Ltd., London.
2. L.R. Singh and Raghuvander Singh (1973), Map Work and Practical Geography, Central Book Depot, Allahabad.
3. R.L. Singh and P.K. Dutt (1968), Elements of Practical Geography, Students friends Allahabad.
4. Singh Gopal (2004) 4th edition, Map work and Practical Geography, Vikas Publication House.
5. Mishra R.P. and Ramesh A. (1999), Fundamentals of Cartography, Concept publishing company, New Delhi.
6. Robinson, A.H. et. al. Elements of Cartography, John Wiley & Sons, 1995.
7. Singh, R.L., (1979), Elements of Practical Geography, Kalyani Publisher, New Delhi.
8. Khan, A.A. (1996), Text book of practical Geography, concept New Delhi.
9. Steers, J.B. Map Projection; University of London Press, London.
10. Sharma J.P., (2010), Prayogic Bhugol, Rastogi Publishers.

**COURSE CODE (ECONOMICS)**

**COURSENAME: STATISTICS (ECONOMICS)**  
**COURSE CODE: EDU222A**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The main objective of this course is to:

Acquaint students with some basic concepts in Statistics.

They will be introduced to some elementary statistical methods of analysis of data.

**COURSE CONTENT****UNIT- I**

- Definition: Scope, Importance and limitation of statistics.
- Classification and Tabulation of data: discrete and continuous one-way and two-way frequency distribution. Diagrammatic and graphic presentation of Data.

**UNIT- II**

- Measures of Central Tendency; Mean, Median, Mode, GM and HM, properties, merits and demerits. The measure of Dispersion: Absolute and Relative measures of dispersion-Range, Quartile Deviation, Mean Deviation, Standard Deviation and Variance.

**UNIT- III**

- Index Numbers: Meaning scope and limitation of index numbers, problems in the construction of index numbers. Tests of Index numbers (time-reversal and factor reversal tests), weighted price and quantity index numbers using the aggregate method:
- Lapser 's, Paasche 's, Fisher 's Formulae, cost of living index numbers. Tests for the consistency of index numbers. Use the index numbers to various fields.

**UNIT-IV**

- Correlation: meaning, Types, importance, Methods to measure Scatter Diagram, Karl Pearson 's product
- Moment and spearman 's rank correlation.
- Regression: Meaning, simple regression, least-squares principle, properties of correlation and regression coefficients.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

The class will be divided into groups constituting of 5 to 6 students and each team will be given an assignment for a power-point presentation.

The project work e.g. a locality may be identified and a sample survey is taken up to study the relationship between poverty & unemployment in that region.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Nagar A.L. and R.K. Das. Basic Statistics. Oxford University Press. 1976
2. Gupta, S.C. Fundamentals of Statistics. Himalaya Publishing House. New Delhi. 2013.
3. Gupta, S.P. Statistical Methods. Sultan Chand and Sons. New Delhi. 2012.
4. Gupta C.B. An Introduction to Statistical Methods. Vikas Publishing House. New Delhi. 2009.
5. Spiegel, M.R. Theory & Problems of Statistics. McGraw Hill. 2009

### **CORE COURSE (PSYCHOLOGY)**

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY- II**

**COURSE CODE: EDU224**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

#### **UNIT- I**

- **Learning:** Classical and Operant conditioning, Basic Processes; Extinction, Spontaneous recovery, Generalization and Discrimination. Factors influencing classical and instrumental conditioning. Concept of Reinforcement: Types of reinforcement and Reinforcement Schedules. Transfer of Training and skill learning.

#### **UNIT- II**

- **Forgetting:** Nature, Factors, Affecting forgetting, Theories of forgetting, Decay, Interference retrieval failure.
- **Mnemonics:** An Introduction to the concept of Mineumonics, Constructive memory, Implicit Memory & Eyewitness memory.
- Methods of Retention.

#### **UNIT- III**

- **Thinking and Problem Solving:** Nature and Types of Thinking. Nature of Problem Solving, Stages of Problem-solving, Factors, Role of set in problem-solving.

#### **UNIT-IV**

- **Concept Formation:** Nature of Types and Processes.

- **Reasoning:** Nature and types of reasoning.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. D 'Amato, M.R. Experimental Psychology: Methodology Psychophysics and Learning, McGraw Hill Company, New Delhi, 1970.
2. Postman, L and Egan, J.P.: Experimental, Psychology, Harper and Row, New York.
3. Woodworth, R.S. and Schlosberg, H.: Experimental Psychology, New York; Holt, Rinehart and Winston Inc. 1954.
4. Galotti, K.M., Cognitive Psychology in and Out of the Laboratory, Thomson Wads Worth, 2007.

### CORE COURSE (PSYCHOLOGY)

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY- II  
PRACTICAL**

**COURSE CODE: EDU226**

**Five practicals have to be performed out of the following:**

L	T	P	CR
0	0	2	1

1. Measurement of Differential Threshold.
2. Recall Vs Recognition Method
3. Retroactive inhibition.
4. Problem-Solving
5. Concept formation.
6. Zeigarnik Effect

### SKILL ENHANCEMENT COURSE

**COURSE NAME: DRAMA AND ART IN EDUCATION**

**COURSE CODE: EDU232**

**OBJECTIVES:** The student-teacher will able to understand the

1. Different Art forms – the impact of Art forms on the human mind
2. How to enhance the artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free, expression
3. Use of different skills for integrating different Art forms across the school curriculum at the secondary level

L	T	P	CR
0	0	3	2

4. The way to create awareness of the rich cultural heritage, artists and artisans

## **COURSE CONTENT**

### **UNIT- I VISUAL ARTS AND CRAFTS**

- Experimentation with different materials of Visual Art, such as pastel, poster, Pen and Ink, Rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting
- Block printing, collage, clay modeling, paper cutting and folding, etc.
- Paper framing and display of Artworks.

### **UNIT- II PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY**

- Listening/viewing and exploring Regional Artforms of Music, Dance, Theatre and Puppetry.
- Participation and performance in any one of the Regional Arts form keeping in mind the integrated approach

### **UNIT- III APPRECIATION OF ARTS**

- Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose).
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose).
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose
- Indian festivals and their Artistic significance.

### **UNIT- IV ENGAGEMENT IN ANALYSIS AND ACTIVITIES**

- Initiation into the craft of Drama and related activities for engagement in schools with learners.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.
- Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of anyone Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. How does the artist design their products, manage their resources, including raw materials, it's marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns?

### **INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Two workshops of half a day each, of one-week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance.
2. The Arts forms learned during the course should be relevant to the student-teachers in their profession.
3. Activities, such as drawing, posters and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region-specific should be given more importance for making arts learner-centered.
4. The focus of the workshops should be on how art forms can be used as a tool/method of

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Position Paper- National Focus Group on Arts, Music, Dance and Theatre NCERT, 2006, New Delhi
2. Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006
3. NCF2005
3. NROER- National Repository of Open Educational Resource, Department of School Education & Literacy, MHRD.
4. Living Craft Tradition of India (Textbook in Heritage Crafts) NCERT
5. Exploring the Craft Tradition of India NCERT
6. Bharatiya Hastakalaki Paramparayen, NCERT
7. An Introduction to Indian Art, NCERT
8. Bharatiya Hastkala Paramparaki Khoj, NCERT
9. Craft Tradition of India (Textbook in Heritage craft for class XII)
10. Art Education- Teachers 'Handbook for Class I, II, III, IV, V, VI, VII, VIII, IX
11. Source Book on Assessment for Classes I- V, Art Education

### SKILL ENHANCEMENT COURSE

**COURSE NAME: READING AND REFLECTING ON TEXTS**  
**COURSE CODE: EDU234**

L	T	P	CR
2	0	0	2

**OBJECTIVES:** To enable the student teachers to:

1. Develop proficiency in reading and responding to written texts.
2. Examine and appreciate authentic literary and non-literary texts.
3. Develop study and reference skills
4. Reflect on the ideas expressed in the texts.
5. Plan, draft, edit and present a piece of writing related to their understanding of a text.

**UNIT-**

- Types of text-narrative, expository, descriptive, empirical, conceptual, ethnography, polity documents, fieldnotes.
- Reflective reading-concept, components and factors
- **Stories and excerpts from narratives (any one or more)**
- ✓ *How I Taught My Grandmother to Read and other Stories-* Sudha Murthy-Puffin. Books, 2004

- ✓ *Tales from the Indian Jungle*-Kenneth Anderson- Rupa & Co. 2001
- ✓ *Tales of the Open Road*- Ruskin Bond- Penguin UK-2006
- ✓ *Encounters with Animals*- Gerald Durrell-Penguin-2012

#### UNIT- II

- **Excerpts from the following:**

- ✓ *The Diary of a Young Girl: Anne Frank*, Random House.
- ✓ *The man who planted trees*- Jean Giono, Chelsea Green Pub.
- ✓ 'I have a Dream' Texts of the speech delivered on Aug 28, 1963-Martin Luther King (Text and Youtube version available.)

#### UNIT- III

- **Essays /Excerpts from literary texts (any one or two)**

- ✓ *The Elephant, the Tiger and the Cellphone*-Shashi Tharoor, Penguin, India.
- ✓ *Nine Lives- In Search of the Sacred in Modern India*- William Dalrymple, Bloomsbury, London.
- ✓ *Running in the Family*- Michael Onstage, Bloomsbury, London.
- ✓ *Interpreter of Maladies*- (Title Story)- Jhumpa Lahari, Mariner Books.

#### UNIT-IV

- **Essays/ Excerpts from Educational and Scientific Texts (Choose any three)**

- ✓ *The medium of education* (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- ✓ *A Brief History of Time*- Stephen Hawking, Random House.
- ✓ *Fall of a Sparrow*- Salim Ali, Oxford.
- ✓ *Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.*
- ✓ *National curriculum framework – 2005. NCERT*
- ✓ *Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.*
- ✓ *RTE Act, 2009*

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.



## CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: LANGUAGE ACROSS THE CURRICULUM**  
**COURSE CODE: EDU272**

L	T	P	CR
2	0	0	2

**OBJECTIVES:** The course will enable the student teachers to understand the

1. Language background of students.
2. Nature of classroom discourse.
3. Nature and need for communication skills including reading and writing
4. Role of Language Laboratory and its importance in developing language skills.

### COURSE CONTENT

#### UNIT- I CONCERNS FOR LANGUAGE IN CURRICULUM

- Varied language contexts of the learners: dialect, regional varieties and standard language
- Understanding multilingualism in the classroom: challenges and strategies
- Home language and school language

#### UNIT- II LANGUAGE AND CURRICULUM TRANSACTION

- Classroom Discourse- developing strategies for using oral language in the classroom
- Discussion as an approach for learning;
- The nature of questioning in the classroom- types of questions and the teacher's role.

#### UNIT- III DEVELOPING COMMUNICATION COMPETENCIES- READING AND WRITING

- Reading in the content areas- Social Sciences, Science, Mathematics; Nature of Expository texts vs. Narrative texts; Transactional vs. Reflexive texts; Schema theory; text structures;
- Examining content area Textbooks; Reading strategies- such as Scanning, Skimming and Reading for Extracting Information
- Writing- based on the text, e.g. summary of the text, Extrapolation of story, converting a situation into a dialogue, etc.; Process writing; analyzing students' writings to understand their conceptions; writing with a sense of purpose- writing to learn and understand.
- Making Reading-Writing connections: Note-making, Summarizing

#### UNIT- IV LANGUAGE LABORATORY

- Language laboratory– the role of language laboratory in developing language skills,
- Planning and installing of language laboratory- a basic requirement of language laboratory lab, Effective use of language lab.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Designing Games and exercises for developing Listening, Speaking, Writing and Reading Skills.
2. Organizing debates, discussions, Seminars, Stage Speak, Public Speak and Drama.

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered

approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Anderson, R.C. (1984). Role of the Readers Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (ed.) Learning to Read in American schools: Based Readers and content texts. Hillsdale, Lawrence Erlbaum Associates: New Jersey.
2. Applying a Vygotskian Model of Learning and Development in B. Spodek (ed.) Handbook of research on the education of young children. Macmillan: New York.
3. Armbruster, Bonnie B. (1984). The Problem of 'Inconsiderate Text'; In Duffy, G. G. (ed.) Comprehension Instruction, Perspectives and Suggestions. Longman: New York.
4. Butler, A. and J. Turnbull, (1984). Towards Reading-Writing Classroom Primary English Teaching Association Cornell University: New York.
5. Freedman S. W. and A. H. Dyson (2003). Writing in Flood J. et. al. Handbook of Research on Teaching English Language Arts: Lawrence Erlbaum Associates Inc: New Jersey, USA.
6. Kumar Krishna (2007). The Childs Language and the Teacher. National Book Trust: New Delhi.
7. Labov, W. (1972). The logic of Non- Standard English. In Language in Education. Prepared by the Language and Learning course Team. Routledge: London.
8. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children & Literature in the Reading Programme. International Reading Association: Michigan.
9. Mason, J. M. and S. Sinha (1992). Emerging Literacy in the Early Childhood Years.
10. Monson, R. J. (1991). Charting a New Course with the Whole Language. End. Leadership.
11. Pinnell, G.S. (1985). Ways to Look at the Functions of Children Language. In A. Jaggar, M. Trika and Smith-Burke (ed.) Observing the language learner. International Reading Association: Newark, DE.
12. Purves, Alan C. (1988). The Aesthetic Mind of Louise Rosenblatt. Reader 20.
13. Rhodes, L. K. and N. L. Shanklin (1993). Windows into Literacy. Heinemann, the University of Michigan: UK.
14. Rothleen, L. and A. M. Mein Bach (1991). The Literature Connection: Using Children & Books in the Classroom. Good Year Books: Tucson, USA.
15. Sinha, S. (2000) Acquiring Literacy in Schools. Redesigning Curricula: A symposium on working a framework for School education Seminar.
16. Sinha, Shobha. (2009). Theory of Reading: Exploring Literature. Contemporary Education Dialogue.
17. Teals, W. and E. Sulzby (1986). Introduction: Emergent Literacy as a perspective for Examining how young Children Become Writers and Readers. In W. Teals, E. Sulzby (ed.) Emergent Literacy: Writing and Reading. Norwood: New Jersey.

## CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: ASSESSMENT FOR LEARNING**  
**COURSE CODE: EDU274**

L	T	P	CR
2	0	0	2

**OBJECTIVES:** This course is designed to help the student to:

1. Understand the nature of assessment and evaluation and their role in the teaching-learning process.
2. Understand the importance of assessment in a continuous and comprehensive manner
3. Develop assessment tasks and tools to assess learner 's competence and performance
4. Acquire the skill of constructing an achievement test.
5. Devise marking, scoring and grading procedures.
6. Devise ways of reporting on student performance.
7. Analyses manage and interpret assessment data.
8. Develop the habit of reflecting-on and self-critiquing to improve performance.

### **COURSE CONTENT**

#### **UNIT- I INTRODUCTION TO ASSESSMENT AND EVALUATION**

- Concept of test, measurement, examination, appraisal, evaluation and their interrelationships.,
- Purpose and, objectives of assessment- providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Forms of assessment: -  
✓ (Formative, Summative, prognostic; diagnostic; Norm-referenced;  
✓ Criterion-referenced based on purpose)

#### **UNIT- II ASSESSMENT FOR/OF/AS LEARNING**

- Concept of Cognitive, Affective, Psychomotor domain of learning
- A revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- Constructing table of specifications &, writing different forms of questions- (VSA, SA, ET & objective type, situation-based)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic Test- steps, uses & limitations.

#### **UNIT- III ASSESSMENT FOR LEARNING**

- Need for CCE its importance and problems faced by teachers
- Observation schedule; check-list; rating scale; anecdotal record; cumulative Record.
- Assessment of group processes– Nature of group dynamics; Socio-metric techniques.
- Quality assurance in tools– Reliability (Test-retest; equivalent forms, split- half) & Validity (Face, content, construct) – Procedure to establish them;  
Item analysis.
- Portfolio assessment– meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

#### **UNIT- IV CONSTRUCTION INTERPRETATION AND REPORTING OF STUDENT'S PERFORMANCE**

- Interpreting student 's performance  
✓ Tabulation  
✓ Descriptive statistics (measures of central tendency & measures of variability, percentages)

- ✓ Graphical representation (Histogram, Frequency Curves)
- ✓ Standard scores; T score, Z score, percentile and its uses
- Grading – Meaning, types, and uses

### **INDIVIDUALIZED SESSIONAL WORK WILL INCLUDE THE FOLLOWING ACTIVITIES:**

1. Choose any topic from your method and prepare an Advance Organizer for the same or prepare a Programmed Learning module bearing in mind Skinner 's Theory of Operant Conditioning
2. Preparation of a term paper describing the characteristics of effective teacher behavior.
3. To study the effect of knowledge of results on the performance/learning. Collect 60 students 'raw scores and draw frequency distribution.
4. Administering any one of the standardized tests/ like self-esteem/interest/educational aspiration for secondary school and prepare a report on it.
5. Comparative study of quality performance indicator (QPI) of two different schools.
6. Appraisal of current CCA practices in secondary schools.
7. Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.
8. Organize online Assessment
9. Organize and manage the open book assessment
10. Constructing a table of specification on a specific topic (subject-specific)
11. Constructing a unit test using the table of specifications and administering it to the target group and interpreting the result.
12. Analysis of question papers (teacher made)

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Linn, Robert and Norman E Gronland (2000). Measurement and Assessment in teaching, 8<sup>th</sup> edition, by Prentice Hall, Inc, Pearson Education, Printed in the USA
2. Ved Prakash, et.al. (2000). Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
3. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio Assessment in the Reading-Writing Classroom. Norwood, MA: Christopher-Gordon Publishers.
4. Glatthorn, A. A. (1998). Performance Assessment and Standards-based Curricula: The Achievement Cycle. Larchmont, NY: Eye no Education
5. Gredler, M. E. (1999). Classroom Assessment and Learning. USA: Longman.
6. Likert, R. (1932). A technique for the Measurement of Attitudes. Archives Psychology, 40.
7. Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8<sup>th</sup> ed.): Chapter 10: Describing Educational Data.
8. Oosterhof, A. (1994). Classroom Applications of Educational Measurement (Second Edition). New York: Macmillan College Publishing Company Inc.

9. Payne, D. A. (2003). Applied Educational Assessment. Australia: Wadsworth: Thomson Learning.
10. Popham, W. J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.
11. Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.
12. T. V. Somashekar (2006). Educational Psychology & Evaluation, Bangalore, Nirmala Prakashan.

### **FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS**

**COURSE NAME: PREPARING SCHOOL MAP**  
**COURSE CODE: EDU292**

L	T	P	CR
0	0	1	1

**Duration: 1 Week**

**Note:** The purpose of preparing school maps will help in framing and managing classroom problems encountered during the field experience. By consciously identifying classroom situations, writing brief descriptions, and discussing these in class, students develop important habits of how to reflect on classroom events.

**Some points that can be covered are:**

- Overall view of the school and classroom
- Kind of learning environment
- Seating arrangements
- Safety equipment's in this room
- Danger points in the room
- Interruptions during the teaching-learning process
- Teachers dealing with the interruptions Each pupil-teacher will prepare a report and will submit it to the concerned teacher. This report will be evaluated and grades will be awarded.

**Semester- V**

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
1.	Skill Enhancement Course	Compulsory	EDU331	Understanding ICT and its Use in Teaching and Learning	0	0	4	4
2.	Perspectives in Education	Compulsory	EDU317	Health, Yoga and Physical Education	4	0	0	4
3.	Discipline-Specific Electives	Compulsory	EDU341/ EDU359	History/ Geography	5	1	0	6
4.	Discipline-Specific Electives	Compulsory	EDU347/ EDU353/ EDU343/ EDU355	Political Science/ Economics/ Sociology/ Psychology	5/4	1	0	6/5
5.	Discipline Specific Electives	Compulsory	EDU357	Psychology Practical	0	0	2	1
6.	Generic Elective	Compulsory	EDU361/ EDU363/ EDU365/ EDU	History and Culture of Punjab/ History and Culture of India/ MOOC Course/ Generic Elective Introduce Psychology as generic electives	6	0	0	6
7.	Core Course	Compulsory	EDU392/ EDU393/ EDU394	Elective English-V/ Elective Hindi-V/ Elective Punjabi-V	5	1	0	6

8.	Curriculum and Pedagogic Studies	Compulsory	EDU373/ EDU375/ EDU377	Pedagogy of Language-I (English)/ Pedagogy of Language-I (Hindi)/ Pedagogy of Language-I (Punjabi)	4	0	0	4
9.	Curriculum and Pedagogic Studies	Compulsory	EDU371/ EDU379	Pedagogy of Social Science- I/ Pedagogy of Mathematics-I	4	0	0	4
10.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU391	Observing PTM and Participating in PTM	0	0	1 Week	1
GRAND TOTAL								41

## SKILL ENHANCEMENT COURSE

**COURSE NAME: UNDERSTANDING ICT AND ITS USE IN TEACHING AND LEARNING**  
**COURSE CODE: EDU331**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

**OBJECTIVES:** The course will enable the student's teachers to: -

1. Appreciate the historical development of various educational media.
2. Demonstrate an understanding of the main components of the computer hardware in use.
3. Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently-abled).
4. Use various ICTs for project-based/problem-based constructivist learning environment
5. Explain the role of ICT in authentic and alternative assessment
6. Understand the social, economic, and ethical issues associated with the use of ICT

### **UNIT- I INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY**

- Use of Technology in Education: In Retrospect.
- Information and Communication Technology: Meaning, nature and advantages
- A recent development in ICT
- ✓ Cloud computing
- ✓ Ebooks
- ✓ Mobile learning
- ✓ One to one computing
- ✓ Ubiquitous learning
- ✓ Small classrooms
- ✓ Google groups
- ✓ Google classrooms
- ✓ Google Docs
- ✓ Kindle

### **UNIT- II ICT AND PEDAGOGY**

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Subject-specific ICT tools for creating and facilitating learning
- Subject-specific online resources and their use.
- Designing technology integrated learning experiences.
- ICT integrated Unit plan– Use of Web 2.0 for creating a constructivist learning environment.
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL).
- ICT for Pedagogical Innovations
- Project/problem-based learning (PBL): Role of ICT in developing technology integrated PBL unit.
- Web Quest and virtual field trips: Concept, process, and use in the classroom.
- Multiple intelligences in the classroom: ICT tools and applications
- Mobile learning and related applications.
- Open Educational Resources – Meaning and importance, various OER initiatives



- Massive Open Online Courses (MOOC)-Concept and use. Flipped classrooms: Meaning and possibilities.

### **UNIT- III ICT FOR ASSESSMENT**

- ICT and Assessment.
- Electronic assessment portfolio – Concept and types; e-portfolio tools.
- Creating and use of electronic rubrics for assessment.
- Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
- ICT applications for CCE.
- Learning analytics and feedback

### **UNIT- IV ICT FOR MANAGEMENT**

- ICT and Management.
- ICT initiatives and standards.
- ICT for personal management: e-mail, task, events, diary, networking
- ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community
- Computer security: Privacy, hacking, virus, spyware, misuse, abuse, antivirus, firewall, and safe practices

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Creating an account in wiki space/ Wikipedia/ MediaWiki and adding/editing content
2. Developing an educational blog in [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com), or [www.edublog.co](http://www.edublog.co)
3. LMS experience- hands-on various features of LMS- the ICT course may be provided through LMS
4. Evaluation of RLO repositories and creating RLO and uploading to repositories.
5. A critical study of some e-learning courses and enrolling and completing some free-learning courses
6. Developing a multimedia e-content for a topic using eXe Learning
7. Field visit to the EDUSAT center and take part in teleconferencing
8. Planning and creating digital rubrics for any topic
9. Organize web conferencing using Skype/ Yahoo Messenger/ Google+
10. Review of ICT labs (plans and equipment/resources) in school from internet
11. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up-gradation
12. Developing an electronic assessment portfolio
13. Developing an electronic teaching portfolio
14. Readings on emerging ICT trends in education
15. Review of national ICT policy and curriculum
16. Using FOSS tools for timetabling, grade sheet
17. Creating a social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (Diigo, delicious, stumble upon, Shelfari)
18. Hands-on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices.
19. Practicing word processing using Indian language software
20. Practice in installing the various system and application software
21. Using a word processor, spreadsheet, and presentation software to produce various teaching-learning

resources and sharing them online

22. Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
23. Creating digital concept maps, flow charts, timelines for a particular content
24. Creating a screencast video of a lesson
25. Creating a podcast using audacity and sharing it on a podcasting site
26. Shooting, editing, and sharing videos segment on any educational topic
27. Creating a simple 2D animation using pencil or Tupi
28. Creating and editing various graphics
29. Creating an account in teacher tube/ slide share and sharing video/presentation.

#### **Viewing and commenting on others' contributions:**

1. Enrolling and completing some MOOC courses of interest
2. Creating resources for the flipped classroom and practicing flipped learning in school
3. Evaluating OER resources. Creating and sharing OER materials.
4. Developing technology-integrated unit/lesson plans and trying them out in schools
5. Hands-on experience in subject-specific software tools like Geogebra, PhET, Stellarium, etc.
6. Taking part in an ICT integrated online project-based or problem-based learning activity.

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### **SUGGESTED READINGS**

1. Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP- 288, ISBN: 978-81-8316-293-7.
2. Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
3. CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
4. David, M. (2009). *Project-Based Learning- Using Information Technology-* Second Edition. Viva Books: New Delhi.
5. James, K.L. (2003). *The Internet: A User's Guide*. Prentice-Hall of India Pvt. Ltd: New Delhi.
6. Laxman Mohanty, Neeharika Vora (2008). *ICT strategies for schools- a guide for school administrators*. Sage Publications: New Delhi.
7. Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: New Delhi.
8. MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and Literacy, MHRD, Govt. of India, New Delhi
9. MHRD-GOI (2012) National Mission on Education through ICTs (NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi
10. Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at [http://webserver.ignou.ac.in/institute/STRIDE\\_Hb8\\_webCD/STRIDE\\_Hb8\\_index.html](http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html)
11. Mohit K (2003). *Design and implementation of Web-enabled Teaching Tools*: IRM Press, UK.
12. NCERT (2013). *Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers)*, Version-1.2, CIET-NCERT, NCERT, New Delhi

(www.ictcurriculum.gov.in).

13. NCERT (2013). National Repository of Open Educational resources (NROET), CIETNCERT, NCERT, New Delhi (nroer.gov.in).
14. Roblyer M.D., Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition).
15. Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.
16. Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO.
17. UNESCO. (2002). UNESCO Report: Information and Communication Technologies in Teacher Education, A Planning Guide, Division of Higher Education, UNESCO.
18. UNESCO. (2002). UNESCO Report: Information and Communication Technology in Teacher Education, A Curriculum for Schools and Programme of Teacher Development. Division of Higher Education, UNESCO.

### PERSPECTIVES IN EDUCATION

**COURSE NAME: HEALTH, YOGA AND PHYSICAL EDUCATION**

**COURSE CODE: EDU317**

L	T	P	CR
4	0	0	4

**OBJECTIVES:** To enable the student teachers to

1. Acquire knowledge about physical and health education.
2. Understand the rules and the regulations of sports and games.
3. Develop the skills in organizing physical education programmes in schools.
4. Develop the activities required for organizing physical education meets and events.
5. Acquire knowledge about recreation, health and safety education
6. Acquire knowledge about common communicable diseases.
7. Understand the nature of injuries and provide first aid.
8. Acquire knowledge about yoga and physical exercises.
9. Create awareness on different aspects of health and fitness.
10. Understand the diet modification in the treatment of underweight and obesity.

### COURSE CONTENT

#### UNIT- I INTRODUCTION TO PHYSICAL EDUCATION

- Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education- Physical Fitness- Meaning,
- Definition, Components and Benefits - Origin and Development of Ancient and Modern Olympics - Olympic
- torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games - Recreational activities.

#### UNIT- II CONCEPT OF HEALTH EDUCATION

- Meaning, Definition, Aims, Objectives and Importance of Health Education– Nutrition - Malnutrition - Personal

- Hygiene - Health Education in Schools - Health Instruction, Health Services, Safety Education: Importance with
- reference to Schools, Playfields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake
- bite - Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

### **UNIT- III FIRST-AID- PRINCIPLES AND USES**

- Principles of first aid, first aid equipment's, Fracture - causes and symptoms and the first aid related to them,
- Muscular sprain causes, symptoms and remedies, first aid related to hemorrhage, respiratory discomfort, first aid related
- to the natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, Treatment of heatstroke.

### **UNIT- IV YOGA, PHYSICAL EXERCISES AND FITNESS**

- Meaning, Definition and Uses of Yoga - Essentials of Yogic Practices- Eight limbs of Yoga- Methods and Benefits of selected Asanas and Pranayama- Physical Exercises, Types: Aerobic, Anaerobic, Effects of Physical Exercises on various systems - Circulatory, Muscular, Digestive and Respiratory systems - Difference between Physical Exercises and Yoga- Fitness components and its importance - Effect of Physical Exercises on human body systems.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Preparation of first aid kit.
2. First aid for road, water, fire accidents and athletic injuries
3. Preventive measures for health hazards
4. Demonstration of Asanas and Pranayama
5. Powerpoint presentations for a topic in the syllabus
6. Preparing a report of the achievements of eminent players
7. Strategies for positive thinking and motivation

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Agarwal, Satya, P. (1998). The social role of the Gita: How and why, Motilal Banarsidass.
2. Goel Devraj & Goel Chhaya (2013) Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, The M.S University of Baroda, Vadodara.
3. Porter, Noah. (2003) Falun Gong in the United States: An Ethnographic Study, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
4. Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.
5. Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.
6. Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.

7. Sachdeva, M. S. (2006). School organization, administration and management. Ludhiana: Danton Publication.
8. Chandra, S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi: Subject Publications.
9. Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
10. Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.
11. Tiwari, O. P. (2002). Asana: Why and how. India: Kanalyadhama.
12. Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.
13. Kanele., B. S., & Kumar, C. P. (1996). A textbook on health and physical education. Ludhiana: Kalyana Publishers.
14. Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.
15. Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.
16. Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd.
17. Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. New Delhi: Vikas Publishers Ltd.
18. Charles, B. A. (1992). Foundation of physical education and sport. New Delhi: B1 Publication.
19. Eriksson, O. B. (1990). Sports medicine, health and medication. Enfield: Guinness.

**DISCIPLINE SPECIFIC ELECTIVE  
(HISTORY)**

**COURSE NAME: HISTORY OF PUNJAB (1799-1966)**

**COURSE CODE: 341**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**Objective:-** completion of the semester, the student teacher will be able to:

1. Describe the transformation of Sikhism.
2. Explain the impact of Khalsa on the society of Punjab.
3. Explain the struggle for sovereignty and the role of Dal Khalsa.
4. Explain Ranjit Singh 's empire and significant development that occurred during the medieval period.

**COURSE CONTENT UNIT- I**

- The Establishment and Expansion of Ranjit Singh 's Empire: Political condition of Punjab in the 1790s; conquests of the Sikh principalities; Subjugation of the Sutlej- Yamuna Divide and British intervention; Subjugation of the hill principalities.
- Administrative Organization of the Kingdom of Lahore: Central, Provincial and local administration; land revenue system. Jagirdari system, judicial administration; Military organization.

**UNIT- II**

- Annexation and After the First Anglo-Sikh War.
- Socio-Religious Reform Movements in the late-Nineteenth Century: Christian evangelicals; the AryaSamaj; The Nirrankaris and the Namdharis; the Singh Sabhas and the Ahmadiyas.

**UNIT- III**

- The Gurdwara Reforms and Akalis: Causes of the movement for reform; SGPC and the Shiromani Akali Dal.
- Transformation of Sikhism-Guru Hargobind 's New Policy; Martyrdom of Guru Teg Bahadur.

**UNIT-IV**

- Foundation of Khalsa by Guru Gobind Singh; Impact of the foundation of the Khalsa on the society in Punjab.

- Guru Nanak Dev: life and teachings of Guru Nanak: the concept of Langar; Sangat; Guru Gaddi; his views on the position of women.
- Guru Arjun Dev: his contribution to the Panth; a compilation of the Adi Granth; the significance of the martyrdom of Guru Arjun Dev

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Prepare a report on the struggle for sovereignty and the role of Dal Khalsa
2. Group discussion on The Gurdwara Reforms and Akalis.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Grewal, J. S. (1990). The Sikhs of Punjab, The New Cambridge History of India, Orient Longmann, Hyderabad.
2. Singh, F. (1972). A History of Sikhs Vol.III, Punjabi University, Patiala.
3. Singh, K. (1991). A History of the Sikhs.Vol.I.1469-1839, Oxford University Press, New Delhi.

**DISCIPLINE SPECIFIC ELECTIVE  
(SOCIOLOGY)**

**COURSE NAME: SOCIETY IN INDIA**  
**COURSE CODE: EDU343**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** The student teacher will be able to:

1. Analyze the diversified Indian society by focusing on social, political and economic structure (institution) of various parts of the society i.e. tribal, rural and urban.
2. Explain the problems and challenges of disadvantaged sections of Indian society.

**COURSE CONTENT**

**UNIT- I**

- Tribal: meaning, characteristics and classification of tribes.
- Institutional features- family, marriage, economy and the changing trends.

**UNIT- II**

- Rural: meaning and characteristics.
- Institutional features: family, marriage, economy and polity (village panchayat), changing trends.

**UNIT- III**

- Urban: meaning and characteristics, concepts of urbanization and urbanism. Institutional features; urban family: features and changes, economy, voluntary associations, slums.

**UNIT-IV**

- Underprivileged sections- women, scheduled caste; scheduled tribes and disabled; their disabilities and measures to improve their status.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Create a poster collage that demonstrates the wide variety of diversity within India.
2. Use an outline map of India as a background.
3. Preparation of PowerPoint presentation on a renowned woman either at the educational level or economic level or political level or social welfare.

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Bose, N.K. (1980): *Tribal Life in India*, National Book Trust.
2. Desai, A.R. (1969): *Rural Sociology in India*, Bombay: Popular Prakashan.
3. Lal, S.N. & Nahar, U.R. (1992): *Rural Social Transformations*, Jaipur: Rawat.
4. Madan & Majumdar (1989): *An Introduction to Social Anthropology*, New Delhi: National Publications (Hindi & English).
5. Madhurima (2009): *Readings in Sociology- Part-3*, Jalandhar: New Academic Publishing House [All Mediums].
6. Mandelbaum, G. (1970): *Society in India*, Bombay: Popular Prakashan (Hindi & English).
7. Shah, Ghanshyam (ed.) (2002): *Caste & Democratic Politics in India*, New Delhi: Permanent Black.
8. Sharma, R.K. (1997): *Indian Society: Institutions & Change*, New Delhi: Atlantic Publications.
9. Singh, K.S. (2002): *The Scheduled Castes*, New Delhi: Oxford University Press.
10. Ahuja, Ram (1981): *Social Problems in India*, Ghaziabad, Vikas Publications.
11. Mahajan, Sanjeev (2004): *Gramin Samajshastra*, New Delhi: Arjun Publishing House.
12. Punit, A.E. (1978): *Social Systems in Rural India*, New Delhi: Sterling Publications.
13. Rao, M.S., Chandrashekar Bhatt, L. N. Kelkar (eds.) (1991): *A Reader in Urban Sociology*, New Delhi: Orient Longman.
14. Shah, D. S. & Sisodia, Y. S. (ed.) (2004): *Tribal Issues in India*, Jaipur: Rawat Publications.
15. Singh, K. Suresh (2001): *The Scheduled Tribes*, New Delhi: Oxford University Press.
16. Vardhan, Ranjay (2008): *Single Women: A Study of Spinsters*, Delhi: Indian Publishers.

### DISCIPLINE SPECIFIC ELECTIVE (MATHEMATICS)

**COURSE TITLE: ANALYSIS**  
**COURSE CODE: EDU345**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** After the completion of the semester the students will be able to

1. Discuss integrals of various types
2. Prove various theorems related to integral calculus.

3. Explain improper integrals and their convergence along with various details of functions with their parameters.
4. Discuss sequences and series of functions, uniform convergence.
5. Work out various tests and theorems related to convergence.

#### UNIT- I

- Riemann integral, Integrability of continuous and monotonic functions. The fundamental theorem of integral calculus. Mean value theorems of integral calculus Improper integrals and their convergence, Comparison tests, Abel's and Dirichlet 's tests, Beta and Gamma functions. Frullani 's integral. Integral as a function of a parameter. Continuity, derivability and integrability of an integral of a function of a parameter [Scope as in Chapters 6 (excluding Section 6.6.3), 9,15 (Sections 15.1-15.14 only) of the books 'A Course of Mathematical Analysis' by Shanti Narayan, Twelfth edition]

#### UNIT- II

- Double and triple integrals, Fibonis theorem without proof, change of order of integration in double integrals, Volume of a region in space, triple integrals in spherical and cylindrical coordinates, substitution in multiple integrals [Scope as in sections
- to 13.4, 13.6, 13.7 of chapter 13 in the book \_Calculus and Analytical Geometry 'by G.B. Thomas and R.L. Finney, 9th Edition]

#### UNIT- III

- Sequences and series of functions, pointwise and uniform convergence, Cauchy criterion for uniform convergence, Weierstrass M-test, Abel's and Dirichlet's tests for uniform convergence, uniform convergence and continuity, uniform convergence and Reimann integration, uniform convergence and differentiation

#### UNIT-IV

- Power series, the interval of convergence of power series, Abel 's and Taylor's theorems for power series Fourier series, Fourier expansion of piecewise monotonic functions [scope as in relevant sections of chapters 12, 13, 14 of the book \_Mathematical Analysis '(2nd edition) by S.C. Malik and Savita Arora]

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Apostol, T.M. (1985). Mathematical Analysis. Noosa Publishing House, New Delhi.
2. Goldberg, R.R. (1970). Real Analysis. Oxford & IBH Publishing Co., New Delhi.
3. Lang, S. (1983). Undergraduate Analysis. Springer- Verlag, New York.
4. Somasundaram, D. & Choudhary, B. (1997). A First Course in Mathematical Analysis. Narosa Publishing House, New Delhi.
5. Narayan, S. (2000). A Course of Mathematical Analysis. S. Chand & Co., New Delhi.
6. Jain, P.K. & Kaushik, S.K. (2000). An Introduction to Real Analysis. S. Chand & Co., New Delhi.
7. Malik, S.C. & Arora, S. (1999). Mathematical Analysis. 2nd Edition, New Age International Publishers.



**DISCIPLINE SPECIFIC ELECTIVE  
(POLITICAL SCIENCE)**

**COURSE NAME: COMPARATIVE POLITICAL SYSTEMS (UK AND USA)**

**COURSE CODE: EDU347**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**OBJECTIVES:** After this semester, the student-teacher will be able to:

1. Explain the meaning of comparative government and politics.
2. Explain the concept of rule of law in the UK.
3. Describe the salient features of the American political system.
4. Describe the features, organization and working of the American party system.

**COURSE CONTENT**

**UNIT-I THEORETICAL FRAMEWORK**

- Meaning and scope of comparative government and politics Comparative method

**UNIT- II U.K.**

- The British political traditions Parliamentary government, Monarchy, Cabinet, Parliament Judicial system and rule of law

**UNIT- III U.S.A.**

- Evolution of the American political system, the war of independence, the framing of the constitution, bill of rights the constitutional framework Federal system

**UNIT-IV**

- Political parties and interest groups of U's and the U.S.A
- Voting behaviour and electoral process in the U.K. and U.S.A.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Powerpoint presentation on comparison of UK and USA political system
2. Report on the meaning of comparative government and politics.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of

in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Andrew, H. (1997), Politics., New York, Macmillan Palgrave.
2. Bombwall, K.R. (1976), Major Contemporary Constitutional Systems. Ambala Cantt, Modern

Publication.

3. Deol, H.S. (1990), Adhunik Sarkrana. Publication Bureau Patiala, Punjabi University.
4. Hague and Harrop (2001), Comparative Government and Politics. New York Palgrave.
5. Herman, F. (1963), Theory and Practice of Modern Government., London Then and Comp.
6. Johari, J.C. (1979), Major Modern Political Systems. Delhi. Vishal Publication.
7. Johnson, C.O. (1991), Government in the United States. New Delhi.
8. Johri, J.C. (1978), Comparative Politics. New Delhi, Sterling Publishers.
9. Kapoor, A.C. (1950), Select Constitutions. New Delhi S. Chand and Company.
10. Khanna, V.N. (1981), Comparative Study of Government and Politics., New Delhi S. Chand and Comp.
11. Mackintosh (1987), The Government in the United States. New Delhi.
12. Any edition, Vishnu, B. (1983), World Constitutions. New Delhi. Sterling Publisher.

**DISCIPLINE SPECIFIC ELECTIVE  
(GEOGRAPHY)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**COURSE NAME: WORLD REGIONAL GEOGRAPHY**

**COURSE CODE: EDU359**

**OBJECTIVES:** The student teacher will be able to characteristics.

- Analyze the geographic dimensions of the world regions in terms of their political and administrative
- Explain the physical and human resource base and their interface with economic development.
- Describe development problems and prospects

**COURSE CONTENT**

Study of the following regions of the world in terms of constituent countries, strategic location, salient physical, demographic and economic features, cultural patterns, resource base, economic development, problem and prospects

**UNIT- I**

- Anglo America
- Latin America

**UNIT- II**

- Europe
- Australia
- Russia and Commonwealth of independent states (CIS)

**UNIT- III**

- East Asia
- South East Asia
- South Asia

**UNIT-IV**

- Middle East and North Africa
- Sahara of Africa South

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

- Project report on the physical and human resource base and their interface with economic development.
- Seminar on development problems and prospects

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Blij, O. M. (1993), Development Geography: Regions and Concepts. John Wiley, New York.
2. English, P.W. & James, A. M. (1989), World Regional Geography: A Question of Place. John Wiley, New York.
3. Jackson, R. H. & Lloyd E. H. (1991), World Regional Geography: Issues for Today. John Wiley, New York.
4. Kromm, D.E. (1980), World Regional Geography. Saunders Publishing, New York.
5. Don, R. H. (1980), Essentials of Geography and Development. Macmillan, New York.
6. Tirkha, R.N., Bali, P.K. & Sekhon, M.S. (2000), World Regional Geography. New Academic Publishers, New Delhi

### **DISCIPLINE SPECIFIC ELECTIVE CORE COURSE (ECONOMICS)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**COURSE TITLE: DEVELOPMENT ECONOMICS**

**COURSE CODE: EDU353**

**OBJECTIVES:** After the completion of the semester, the students will be able to:

1. Understand economic development.
2. Discuss indicators of development
3. Develop a holistic view about social and economic indicators
4. Apply different approaches to development

### **UNIT- I**

- Economic Development: Meaning and its evolution, The Millennium and sustainable development Goals. Growth vs Development- their significance, objectives and core values. Characteristics of under development.

### **UNIT- II**

- Indicators of Development: GDP as a measure of welfare and its criticism. Indicators of Development; Social and Economic Indicators, Physical Quality of Life Index (PQLI), the Human Development Index

(HDI). Indicators of Sustainability.

### **UNIT- III**

- Poverty, Inequality and Development: Measuring Inequality, Lorenz Curves and Gini coefficient  
Kuznets 'Inverted- U Hypothesis, Measuring Poverty-  
Extent and Magnitude, Characteristics of Poverty Groups, The Functional Impact of Poverty.

### **UNIT-IV**

- Approaches to development: Development as growth and the linear stage theories- Rostow 's stages of growth, the Harrod- Domar model, criticisms of stages model; Structural Change models- Lewis model of development, Structural changes and pattern of development.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Chew, S. C. and R. A. Denmark. *The underdevelopment of Development*. Sage Publications. New Delhi.
2. Debraj, Ray. *Development of Economics*. Oxford University Press.1998.
3. Meier, G. M. & J. E. Rauch. *Leading Issues in Economic Development*. Oxford University Press. 2000.
4. Taneja, M. L. & R. M. Myer. *Economics of Development and Planning*. Vishal Publications. 2014.
5. Thirwall. A.P. *Growth and Development*. Palgrave Macmillan Publishers.7 Edition.
6. Todaro, M. P. And Stephen C. Smith. *Economic Development*. Pearson Publications. 2011. Press Ltd.,

**DISCIPLINE SPECIFIC ELECTIVE  
(PSYCHOLOGY)**

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY**  
**COURSE CODE: EDU355**

L	T	P	CR
4	1	0	5

**Course Content UNIT- I**

- **Abnormality:** Concept and Criteria of Abnormality. Myth and Misconceptions regarding Abnormal Behaviour. DSM IV classification of Abnormal Behaviour- Advantages and disadvantages
- **Theoretical Perspectives of Psychopathology:** Psychoanalytic, Cognitive Behavioural, Humanistic and Interpersonal.

**UNIT- II**

- **Causes of Abnormal Behaviour:** Primary, Predisposing, Precipitating reinforcing.
- Biological Causes– (Genetic defects, constitutional liabilities, Brain dysfunction & Physical deprivation). Psycho-Social Causes– (Self-perception and cognitive maps, early deprivation,
- Inadequate parenting, pathogenic family structures, maladaptive peer relationship.
- Socio-Cultural Causes– (Socio-Cultural Environment and Pathogenic societal influences).

**UNIT- III**

- **Stress and Coping:** Categories of Stressors, Factors Predisposing an individual to stress. Coping strategies.
- **Stress-Related Disorders:** Coronary Heart Disease (CHD), Hypertension Ulcers & Migraine
- Pain: Symptoms Causes and general treatment of stress-related disorders.

**UNIT-IV**

- **Alcoholism:** Misconception about Alcohol & Alcoholism, Clinical Picture, Causes, Treatment & Outcomes.
- **Drug Addiction:** Clinical Picture, Causes and Treatment of Opium and its Derivatives,
- Sedatives (Barbiturates), Stimulants (Amphetamines & Cocaine): Hallucinogens (LSD & related drugs) Marijuana, Caffeine & Nicotine.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Carson, R.C., Butcher, J.N. and Mineka, S. (1997), Abnormal Psychology and Modern Life, New York: Harper Collins.
2. Davison, G.C. and Neale, J.M. (1998), Abnormal Psychology, New York: John Wiley and Sons.
3. Sarason, I.G. and Sarason, B.R. (1996), Abnormal Psychology, New Delhi: Prentice-Hall of India.
4. Singh, A. Asadharan Manovigyan, Punjabi University, Patiala.

5. Alloy, L.B., Riskind, J.H. & Manso, M.J. (2006), Abnormal Psychology Tata McGraw Hill, Publishing Company, New Delhi.

**DISCIPLINE SPECIFIC ELECTIVE  
(PSYCHOLOGY)**

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY PRACTICAL  
COURSE CODE: EDU357**

L	T	P	CR
0	0	2	1

**Individualized sessional work will include the following activities:**

1. Word Association Test.
2. Adjustment Inventory.
3. Raven 's Progressive Matrices/ Cattell 's Culture Fair Intelligence Test.
4. Measurement of Attitudes.
5. Measurement of Interests.
6. Locus of Control.
7. Submit a report on the Causes of Abnormal Behaviour
8. A seminar presentation on ways to deal with Stress and Coping techniques.

**GENERIC ELECTIVE  
HISTORY AND CULTURE OF PUNJAB**

**COURSE NAME: HISTORY AND CULTURE OF PUNJAB  
COURSE CODE: EDU361**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** After the completion of the semester student teacher will be able to

1. Explain the concepts like colonialism and nationalism in the context of history and the Culture of Punjab in the nineteenth and twentieth centuries.
2. Describe the various movements of National importance.

**UNIT- I**

- Causes and consequences of the first Anglo- Sikh war
- The annexation of Punjab with special reference to the causes and consequences of the second Anglo-Sikh war

**UNIT- II**

- Main features of the early British administration
- British policy towards the army, agriculture, industry, trade and commerce

**UNIT- III**

- Spread of modern education at primary, secondary and higher levels
- The foundation, program and impact of the social religious reform movements
- Arya Samaj, Singh Sabhas, Anjumans

#### UNIT-IV

- Contribution to the growth of political consciousness by the Namdhari movement, the uprising of 1907 and the Gaddar movement.
- Contribution to the freedom struggle with special reference to the Gurdwara reform movement, Jallianwala Bagh, Bhagat Singh, Non-cooperation and Civil disobedience.

#### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### SUGGESTED READINGS

1. Singh, F. (1987), History and Culture of Punjab. Part II, Publication Bureau, Punjabi University, Patiala.
2. Singh, F. (1974), Freedom Struggle in Punjab. Publication Bureau, Punjabi University, Patiala.
3. Grewal, J.S. (2005), The Sikhs of the Punjab, New Cambridge House. New Delhi
4. Singh, K. (1991), A History of the Sikhs. Vol. II (1839-1998), Oxford University Press, Delhi.
5. Satya, M. R. (1978), Heroic Tradition in Punjab (1900-1947). Punjabi University, Patiala.
6. Chopra, P.N. & Das, M.N. (1974), A Social, Cultural & Economic History of India. Vol. III, Macmillan India,
7. Yadav, K.C. (1991), Haryana Aitihāsik Simhavalokan (Hindi). Haryana Sahitya Akademy, Chandigarh,
8. Grewal, J.S. (2004), Social and Cultural History of Punjab: Prehistoric, Ancient and Early Medieval. Foundation Books Pvt Ltd Cambridge House, New Delhi
9. Gupta, K.K. (2007), History and Culture of Punjab. Mohindra Publishing House, Chandigarh.
10. Rai, R. (2007), History and Culture of Punjab. New Academic Publisher, Jalandhar
11. Johar, R.S. (1983), Studies in Punjabi Economy. GNDU Publication, Amritsar.

#### GENERIC ELECTIVE

##### HISTORY AND CULTURE OF INDIA

**COURSE NAME: HISTORY OF INDIA (1857 - 1950)**

**COURSE CODE: EDU363**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** After the completion of the semester student teacher will be able to

1. Explain the cultural changes and social and religious reform movements in the nineteenth and twentieth century.
2. Discuss nationalism and trends
3. Describe Gandhian Nationalism, ideas and movements
4. Describe the various movements of National importance.

5. Understand nationalism and social groups

## **COURSE CONTENT**

### **UNIT- I CULTURAL CHANGES AND SOCIAL AND RELIGIOUS REFORM MOVEMENTS**

- The advent of printing and its implications
- Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- Debates around gender.
- Making of religious and linguistic identities
- Caste: Sanskritising and anti-Brahminical trends

### **UNIT- II NATIONALISM: TRENDS UP TO 1919**

- Political ideology and organizations, the formation of INC
- Moderates and extremists.
- Swedish movement,
- Revolutionaries

### **UNIT- III GANDHIAN NATIONALISM AFTER 1919: IDEAS AND MOVEMENTS**

- Mahatma Gandhi: his Perspectives and Methods,
- Impact of the First World War; Rowlett Satyagraha and Jallianwala Bagh; Non- Cooperative and Civil Disobedience; Provincial Autonomy, Quit India and INA
- Left-wing movements
- Princely India: States people movements
- Nationalism and Culture: literature and art

### **UNIT- IV NATIONALISM AND SOCIAL GROUPS: INTERFACES**

- Landlords, Professionals and Middle Classes; Peasants; Tribal; Labour; Dalits; Women; Business groups
- Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.
- Independence and Partition: Negotiations for independence, and partition, popular movements, Partition riots.
- The emergence of a New State: Making of the Constitution; Integration of princely states; Land reform and beginnings of planning

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Judith Brown, Gandhi 's Rise to Power, 1915-22.
2. Paul Brass, The Politics of India Since Independence, OUP, 1990.
3. Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.



4. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
5. Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
6. Ranajit Guha, ed., A Subaltern Studies Reader.
7. Peter Hardy, Muslims of British India.
8. Mushirul Hasan, ed., India 's Partition, Oxford in India Readings.
9. D.A. Low, ed., Congress and the Raj.
10. John R. McLane, Indian Nationalism and the Early Congress.
11. Jawaharlal Nehru, An Autobiography.
12. Gyanendra Pandey, The Construction of Communalism in colonial
13. North India.
14. Sumit Sarkar, Modern India, 1885-1947.
15. Anil Seal, Emergence of Indian Nationalism.
16. Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
17. Eleanor Elliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
18. Judith Brown, Gandhi: (et al) A Prisoner of Hope.
19. Bipan Chandra, Communalism in Modern India, 2<sup>nd</sup> ed., 1987.
20. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India 's, Struggles for Independence.
21. A.R. Desai, Social Background of Indian Nationalism.
22. A.R. Desai, Peasant Struggles in India.
23. Francine Frankel, India 's Political Economy, 1947-77.
24. Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.
25. Charles Heimsath, Indian Nationalism and Hindu Social Reform.
26. F. Hutchins, Illusion of Permanence.
27. F. Hutchins, Spontaneous Revolution.
28. V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.
29. J. Krishnamurti, Women in Colonial India.

### GENERIC ELECTIVE

**COURSE NAME: MOOC COURSE**

**COURSE CODE: EDU365**

L	T	P	CR
6	0	0	6

**NOTE:**

It will be mandatory for pupil teachers to join any MOOC course related to education and produce a certificate of the course for the evaluation of the course by the concerned faculty members.

MOOC (Massive Open Online Course) platforms are fast gaining popularity in India. Many Indian students and working professionals have now started embracing MOOC platforms to develop deeper knowledge in their respective subjects. Considering the popularity and relevance of MOOCs, the Government of India has also launched an indigenous platform, SWAYAM.

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses.

It may be noted that MHRD has also launched 32 DTH (Direct-To-Home) educational TV channels called SWAYAM Prabha. The DTH channels would broadcast education content (created on the MOOC platform, SWAYAM) to students 24X7.

The MOOC platform has been launched by the government to take –the best teaching-learning resources to all, including the most disadvantaged, ¶ informs the official website.

**Major features of the government’s online education platform, SWAYAM include:**

- **Course type and duration:** There are two types of courses offered through SWAYAM – Credit and Non-Credit. A credit course is a course taught for at least one semester as part of a subject. Non-credit courses include courses such as an awareness programme and specific skill-set training, which are not part of any set curriculum. Such courses can be of shorter duration, usually ranging from two to four months.
- **Course components:** Courses hosted on SWAYAM are available for students in four components: video lectures, downloadable/ printable reading material, self-assessment tests through quizzes and tests, and an online discussion forum for clearing doubts.
- **Eligibility:** Online education courses offered through the portal of SWAYAM (swayam.gov.in) can be accessed by anyone, anywhere, at any time.
- **Course fee:** Courses offered via SWAYAM are free of cost for residents of India. However, to obtain a certificate for a particular course students need to pay a nominal fee.
- **Certification:** Students who wish to obtain certificates for their courses need to get themselves registered on SWAYAM portal. Also, certificates are awarded to students only after successful completion of the course.
- **Credits:** At the end of each course, students will be assessed through a proctored exam. Marks/ grades secured by students in the exam can be transferred to their academic records. To implement the same, UGC has issued UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 recommending universities to identify courses in which credits can be transferred to students ‘academic records.

**GENERIC ELECTIVE**

**COURSE NAME: (GE-PSY-P-01) PSYCHOLOGY FOR LIVING**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**COURSE CODE: EDU**

**Unit 1:**

- Nature: Psychology as a Science, Historical background of psychology with brief introduction to schools (Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt and Humanistic.
- Methods: Introspection, Observation, Experiment, Case Study, Survey, Interview and Questionnaire.

**Unit 2:**

- Sensation : Types of sensations
- Perceptual processes: Nature and factors affecting perception

**Unit 3:**

- Intelligence: Nature of Intelligence, Theories (Spearman and Thurston), Cognitive Theories (Gardener and Sternberg).

- Self in disintegrative experiences: anxiety, stress, depression, coping

**Unit 4:**

- Learning: conditioning, observational learning; memory-processes, information processing model, techniques for improving memory.

**Readings:**

1. Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, Growth and behavior today. Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
3. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). Introduction to Psychology. McGraw Hill Book Co., New York.
4. Schiffman, H.R.: Sensation and Perceptions, John Wiley and Sons, 1982.
5. Solso, R.L. (2007). Cognitive Psychology. Pearson Education, New Delhi.
6. Hall, S.S. & Lindzey (1969). Theories of Personality. Wiley Eastern Ltd. New Delhi.

**CORE COURSE**

**COURSE NAME: ENGLISH**

**COURSE CODE: EDU392**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** The students will be able to:

- Make use of competence in all the four skills i.e. Listening, Speaking, Reading and Writing.
- Describe implications of teaching/learning language through literature.
- Develop the power of imagination through literature.

**COURSE CONTENT**

**UNIT I**

- Drama: Arms and Man by G.B. Shaw

**UNIT II**

- Novel: Untouchable by Mulk Raj Anand

**UNIT III**

Anton Chekov: —The Lottery Ticket

Katherine Mansfield —The Garden Party

**UNIT IV**

**Functional English**

Conversation: formal and Informal

Panel discussion and Group discussion

Oral presentation

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Koneru, Aruna. Professional Communication. Delhi: McGraw, 2008. Print

**CURRICULUM AND PEDAGOGIC STUDIES  
(SOCIAL SCIENCE)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE NAME: PEDAGOGY OF SOCIAL SCIENCE- I**

**COURSE CODE: EDU371**

**OBJECTIVES:** To enable the student teachers to

1. Explain the nature and concept of social science.
2. Identify various methods, devices and techniques of teaching social sciences at various levels.
3. Identify and use a variety of learning experiences and instructional materials in Teaching social science
4. Describe the various innovative techniques of evaluation used in teaching social science.

**COURSE CONTENT**

**UNIT- I**

- Social science: concept, nature and scope, the rationale for a social studies programme at the school level
- Aims and objectives of teaching social science

**UNIT- II**

- Need, importance, and use of audio-visual aids – chalkboard, flannel board, bulletin board, maps, globe, pictures, models, charts, graphs, timelines, overhead projector, flashcards, scrapbook, exhibition
- Social science room – Meaning, need and importance and equipment

**UNIT- III**

- Social Studies teacher: Qualities and role of the teacher in the teaching of Social Studies
- Social Science Text Book: Need and importance of textbook, Qualities/features of Social Studies textbook, Criteria for selection of Textbooks
- Role of Social Science in Promoting National Integration and international understanding

**UNIT-IV**

- ICT Based Approach- PowerPoint Presentations and e-learning.
- Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
- Current affairs in Social Studies; Meaning, importance, criteria for selecting current affairs and methods of teaching current affairs.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Development of lesson plan in social studies
2. Student teachers will be required to submit a teaching aid useful in the teaching of social studies.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Shaida, B.D. (1962), The teaching of Social Studies. Panjab Kitab Ghar, Jalandhar.
2. Kochhar, S.K. (1983), Teaching of Social Studies. New Delhi: Sterling Publications, New Delhi.
3. Kohli, A.S. (1996), Teaching of social studies. Anmol Publishers, New Delhi.

4. Taneja, V.K. (1992), Teaching of Social Studies. Vinod Publishers, Ludhiana.
5. Aggarawal, J.C. (1982), Teaching of Social Studies. Vikas Publishers, New Delhi.
6. Wesly, E.B. (2000), Teaching of Social Studies. D.C. Herth and Co, Boston.

## CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: PEDAGOGY OF ENGLISH- I**  
**COURSE CODE: EDU373**

L	T	P	CR
4	0	0	4

### UNIT- I NATURE AND ROLE OF LANGUAGE

- Meaning, Characteristics, Functions of Language; Principles of Language Teaching
- Nature of English Language, Aims and Objectives of Teaching English in India, Status of English Language in the global and Indian context, Factors affecting Language Learning (Physiological, Psychological and Social)

### UNIT- II ROLE AND POSITION OF LANGUAGES- CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION

- Teaching English in Bilingual/Multilingual Contexts - Teaching English as a Second Language, Language and Educational Policy in India
- Constitutional Provisions and Policies of Language Education, Difference between language as a school subject and language as a Medium of Instruction.

### UNIT- III LANGUAGE TEACHING- AN OVERVIEW

- Different approaches/theories to language learning & teaching - Grammar–Translation Method, Direct Method, Audio- Lingual Method, Structural Approach, Situational Approach, Dr. West ‘s New Method, Bilingual Method, Total Physical Response, Whole Language, Communicative Language Teaching, Natural Approach, Deductive Method, Inductive Method, Multilingual Pedagogical Approach, Constructive Approach

### UNIT-IV LINGUISTIC BEHAVIOUR AND SYSTEM AND DEVELOPING LANGUAGE SKILLS

- **Linguistic system-** Introduction to Phonetics
- Grammar in context; vocabulary in context.
- **Acquisition of language skills - listening, speaking, reading and writing.**
- Listening and Speaking- Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- 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 using thesauruses, dictionary, encyclopedia 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-order skills.

## **PRACTICUM**

1. Discussion on a Position paper on Teaching of English ‘
2. Position paper on Teaching of Indian Languages ‘ Multilingualism as a resource ‘
3. Analysis of advertisements aired on Radio/Television based on language and gender.
4. Discuss in groups how the role of the English language has changed in the 21<sup>st</sup> century.
5. The topic for Debate- Globalisation & English
6. Discussion on the topic War begins When Words Fail ‘
7. Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on English Language in India ‘.
8. Project. Take a few passages from science, social science and maths textbooks of classes VI to VII and analyze:
9. How the different registers of language have been introduced?
10. Does the language convey the meaning of the topic being discussed?
11. Is the language learner-friendly?
12. Is the language too technical?
13. Does it help in language learning?
14. Now write an analysis based on the above issues.
15. Survey five schools in your neighborhood to find out –
16. Level of Introduction of English
17. Materials (textbooks) used in the classroom. Now prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
18. Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
19. Visit 5 schools in the neighborhood and prepare a report on the three-language formula being implemented in the schools.
20. Discussion on the topic Mother Tongue and Other Tongue ‘. Do a comparative study of the positive features and weaknesses of different approaches to language learning. Keeping in view the needs of the children with special needs prepare two activities for English teachers.

## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## CURRICULUM AND PEDAGOGIC STUDIES

L	T	P	CR
4	0	0	4

**COURSE NAME: PEDAGOGY OF HINDI- I**

**COURSE CODE: EDU375**

### OBJECTIVES

- Hkkoh f'k{kdksa esa fgUnh f'k{k.k ds fy, Hkk"kk lEcU/hk vk/kjHkwr ;ksX;rkvksa dk fodkl djukA
- Hkkoh f'k{kdksa esa fgUnh Hkk"kk f'k{k.k lEcU/hk ;ksX;rkvksa dk fodkl djukA
- Hkkoh f'k{kdksa esa fgUnh f'k{kksijkUr visf{kr dq'kyrkvksa dk fodkl djukA
- Hkkoh f'k{kdksa esa fgUnh lEcU/hk fofHkUu d {kksÜkj Hkkf"kd ,oe~ lkfgfR;d fØ;kvksa ds vk;kstu dh {kerk dk fodkl djukA
- lg;d lkexzh ds fuekZ.k ,oe~ iz;ksx dh dq'kyrk dk fodkl djukA

### UNIT- I

- Hkk"kk& vFkZ] vk/kkj ,oa izd'fr
- nsoukxjh fyfi dh fo'ks"krk,a ,oa lhek,i
- fgUnh Hkk"kk dk egÜo&ekr`Hkk"kk ,oe~ jk"Vªh; Hkk"kk ds :i esa
- fgUnh f'k{k.k ds lkekU; ,oe~ LrjkuqdwY( fofk"V) mn~ns';
- Hkk"kk f'k{k.k ds lkekU; fl¼kUr ,oa lw=k

### UNIT- II

- eksypky dh f'k{k& egÜo mn~ns'; ,oa fof/k;k;
- mPpkj.k dh f'k{k& egÜo] mPpkj.k nks"k ds dkj.k] mik;
- O;kdj.k f'k{k.k& egÜo] mn~ns'; ,oa fof/k;k;
- ys[ku f'k{k.k& egÜo] mnns'; ,oa fof/k;k;

### UNIT- III

- x| f'k{k.k& mn~ns';] lksiku ,oe~ fof/k;k;
- i| f'k{k.k& mn~ns';] lksiku ,oe~ fof/k;k;
- okpu f'k{k.k& mn~ns';] okpu eUnrk ds dkj.k ,oa mik;

### UNIT- IV

- n`;& JO; lk/u& iz;ksx ,oa egÜo
- ikB~;& iqLrd dh fo'ks"krk,i ,oa fgUnh f'k{k.k esa ikB~;& iqLrd dk egÜo
- Hkk"kk f'k{k.k esa iqLrdky; dh mi;ksfxrk
- fgUnh vè;kid ds xq.k
- fgUnh esa ewY;kadu ,oa ijh{kk,i& vfHkizk;] egÜo o fof/k izdkj
- x`gdk;Z& Lo:i] la'kks/u izfØ;k ,oa fof/k;k;
- iz'u i=k fuekZ.k& vkn'kZ iz'u i=k ds fl¼kUr
- lw{e& f'k{k.k&vfHkizk; ,oa dkS'ky&vuq'khyu iz'u dkS'ky] O;k[k;dk dkS'ky] mn~nhu ifjorZu]dkS'ky] n`Vkar O;k[k;dk dkS'ky] iqucZye dkS'ky

### SUGGESTED READING

1. [kUuk] T;ksfr (2009)] fgUnh f'k{k.k] /uirjk; ,.M dEiuh] ubZ fnYyhA

2. 'kekZ] Mh- ds- (1999)] fgUnh f'k{k.k fof;/ka] V.Mu ifCyds'kut] yqf;/kukA
3. jeu fcgkj yky (1996&97)] fgUnh f'k{k.k] jLrksxh ,.M dEiuh] esjBA
4. 'kekZ] Mh- ,y- (1992), fgUnh f'k{k.k] nso ukxj izdk'ku] t;iqjA
5. HkkfV;k ds-ds- vkSj ukjax] lh- ,y- (1989)] vk/qfud fgUnh fof;/ka] izdk'k czntZ ifCy'kj] yqf;/kukA
6. flUgk izlkn 'k=kqèu (1964)] fgUnh Hkk"kk dh f'k{k.k fof/] fnYyh iqLrd lnu] iVukA
7. izlkn ds'ko (1976)] fgUnh f'k{k.k] /uirjk; ,.M IU] fnYyhA
8. lQk;k j?kqukFk (1986&97)] fgUnh f'k{k.k fof/] iatkc fdrkc ?kj] tkya/jA
9. lwn fot; (1997)] fgUnh f'k{k.k fof;/k; V.Mu ifCys'ku] yqf;/kukA
10. flag lkfo=kh (1997)] fgUnh f'k{k.k] yk;y cq d fMiks] esjB
11. {kf=k; ds (1968) ekr`Hkk"kk f'k{k.k] fouksn iqLrd efUnj] vxjA
12. thr ;ksxsUnz HkkbZ (1972)] fgUnh f'k{k.k] fouksn iqLrd efUnj] vxjA
13. oekZ] oS/ukFk izlkn (1973)] fgUnh f'k{k.k] i¼fr] fcgkj fgUnh xzUFk vdkneh] iVukA
14. t; tloUr flag (1975)] vk/qfud fgUnh f'k{k.k] i¼fr] U;w cq dEiuh] tkyU/Ja

### CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: PEDAGOGY OF PUNJABI-I**

**COURSE CODE: EDU377**

**OBJECTIVES**

L	T	P	CR
4	0	0	4

- ftdnkoEh nfXnkgeK B {z ਭਾਸ਼ਾ, gzikph ਭਾਸ਼ਾ ns/ r[ow[yh fbZgh pko/ w[ZYbk frnkB d/Dk.
- wks ਭਾਸ਼ਾ d/ f;Zfynk d/ ਉਦਠਾਸ਼ਾਂ ns/ f;XKsK dh ;'Mh eokT[Dk.
- ਭਾਸ਼ਾ j[BoK ns/ fefonktK dh ;[uZih tos'A ns/ nfGnk; eoB ftu ;jkJh j'Dk.
- ;?ezvoh ਸਰਠਿਣਆ bJh fBoXkfos gzikph gkm ;wZroh ftu'A wjZstg{oB B[efsnK dh u'D eoB ftu ;jkfJsk eoBk.
- gzikph ਭਾਸ਼ਾ d/ nfXnkgeB s/ w[bKeD d/ toswbB gZXo B {z T[u/ok u[ZeD bJh ;koEe ;[Mkn d/Dk.
- ;kfjs d/ ftfGzB o {gK-ejkDh, eftsk, b/y nkfd d/ nfXnkgeB YzrK pko/ ikDekoh d/Dk.
- pZfunK nzdo g[;sewkbk ਿਵਚੋ ਭਾਸ਼ਾ ;zpzXh frnkB gqkgs eoB dh o[uh g?dk eoBk.
- gzikph ;kfjs Bkb ;KM T[sgzB eoB bJh ftdnkoEh nfXnkgeK nzdo gq/oBk g?dk eoBk.

**UNIT- I**

- ਭਾਸ਼ਾ dh gqfeqsh ns/ T[sgsh d/ f;XKs.
- gzikph ਭਾਸ਼ਾ dk fBek; s/ ftek;
- fbgh d/ noE, r[ow[yh fbgh dh gqkuhBsk s/ nB[e{bsk.
- f;Zfynk d/ y/so ftu wks-ਭਾਸ਼ਾ dh f;Zfynk d/ T[d/ô ns/ wjZst.

**UNIT- II**

- ਭਾਸ਼ਾ f;Zfynk ftu ;[DB ns/ ;wMD dk wjZst, ;[BD ôesh d/ ftek; Bjhb'VhAd/ nfGnk;
- p'bukb dh f;Zfynk dk wjZst, nô[ZX T[ukoD d/ ekoB ns/ ;[Xko, w"fyefefonktK (tkoskbg, tkd-fttkd ਭਾਸ਼ਾ, ejkDh ;[BkT[Dk).



- gVQBk f;ykT[D dhNk w[Zy ftXhnK ns/ gVQkjh f;Zfynk dhNk fe;wK-; {ywgVQkjh s/ ;p {b gVQkjh (T[Zuh gkm s/ w'B gkm)
- fbyD ebk dk wjZst, fbyDk f;ykT[D dhNk ntZ;EktK, ftXhnK ns/ fbyshezW.

### UNIT- III

- eftsk dh f;Zfynk - eftsk gVQkT[D d/ T[d/ô ns/ ftXhnK.
- tkose dh f;Zfynk-ਉਦਘਸ ns/ ftXhnK.
- ਸਬਦਾਵਲੀ dh f;Zfynk dhNk ftXhnK, ਅਸੁਯ i'VK d/ ekoB ns/ ;[Xko.
- ftnkeoD dh f;Zfynk-ftXhnK s/ ਭਾਸ਼ਾਈ wjZssk.
- fbyD ebk dk wjZst, fbyDk f;ykT[D dhNk ntZ;EktK, ftXhnK ns/ fbyshezW.

### UNIT- IV

- wks-ਭਾਸ਼ਾ dh gkm g[;se-wjZst, ਿਵਸਘਸਤਾਵਾਂ ns/ nkb'uBk.
- ਭਾਸ਼ਾ g[;sekbk-wjZst s/ gVQB o[uhNk dk ftek;.
- ਿਦਰਸ਼ਟੀ-;q's ;jklJe ;kXB, fe;wK s/ gq:'rh wjZst.
- ਭਾਸ਼ਾ :rsktK dk w[bKeD-nkX[fBe XkoBk, wjZst, gqhfynk ns/ w[bKeD ftu
- coe, w[bKeD d/ ;kXB ns/ ਘਰਸ਼ਾ dhNk fe;wK.
- gkm :iBk-ਉਦਘਸਾਂ ns/ fsnkoh (eftsk, ejkDh, fBpzX, ftnkeoD, tkose)
- ਭਾਸ਼ਾ f;Zfynk dk nfXnkge.

### SUGGESTED READINGS

1. gzikph ਭਾਸ਼ਾ ftnkeoD ns/ pDso L gzikph : {Bhtof;Nh, gfNnkbbk.
2. gzikph ôpd o{g ns/ ôpd i'V e'ô L vka joehos f;zx.
3. wks-Gkôk dh f;Zfynk ftXh L vka i;tzs f;zx i;.
4. gzikph ਭਾਸ਼ਾ s/ ;kfs nfXnkge L vka fJzdod/t f;zx Bzdok.
5. gzikph ;kfs dh T[sgsh ns/ ftek; - feogkb f;zx e;/b, gofwzdo f;zx, r'fpzd f;zx bKpk bkj"o p[Ze ôkg, b[fXnkDk.
6. wZXekb dh u'Dt] gzikph eftsk - vkH gqhsW f;zx (;zgh) gpbhe/ôB fpT {o', uzvhrVQ.
7. gzikph nfXn?B d/ w[Yb/ ;zebg - ihs f;zx i'ôh, tko; ôkj ckT {Av/ôB, nzfwqs;o - 1999
8. gzikph Gkôk fbg ns/ ftnkeoB-vkH ôod/t f;zx frZb b'erhs gqekôB, 2006

### CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: PEDAGOGY OF MATHEMATICS- I**  
**COURSE CODE: EDU379**

L	T	P	CR
4	0	0	4

### OBJECTIVES

1. To develop an understanding of the nature and values of mathematics.

2. To appreciate the contribution of various mathematicians.
3. To acquire knowledge of pedagogical analysis of various concepts in mathematics.
4. To practice the various methods and techniques of teaching mathematics.
5. To develop an understanding of various approaches to organizing the curriculum.
6. To develop an understanding of preparation and use of diagnostic tests and organize remedial teaching catering to individual differences.
7. To develop the skill of conducting recreational activities of mathematics.
8. To know the importance of teaching mathematics in relation to other subjects
9. To formulate the general instructional objectives and specific learning outcomes
10. To acquire competence in teaching mathematics and structuring lesson plans

## **COURSE CONTENT**

### **UNIT- I**

- Meaning, Nature & Characteristics of Mathematics; Concept of Vedic Mathematics; Values of Teaching Mathematics; Mathematics and its relationship with other disciplines; Contribution of Mathematicians - Aryabhata, Ramanujam, Euclid, Pythagoras. Aims of Teaching Mathematics; Formation of Instructional Objectives in Behavioural Domain.
- Principles of Selection & Organization of Curriculum; Approaches to Curriculum Construction- Topical and Concentric; Qualities of a good Mathematics Text Book.

### **UNIT- II**

- Methods of Teaching Mathematics: Inductive — Deductive, Analytic — Synthetic, Lecture cum Demonstration, Problem Solving, Laboratory.
- Techniques of teaching Mathematics- Assignments, Drill work - Oral and Written, Cooperative Learning.

### **UNIT- III**

- Evaluation in Mathematics: Concept, Type of Evaluation; Differences between measurement and evaluation; Construction of Achievement test;
- Diagnostic Testing & Remedial Teaching.

### **UNIT-IV**

- Recreational Activities in Mathematics: Mathematics Club, Riddles, Puzzles & Magic Squares.
- Lesson Planning: Meaning, Need & Importance and Steps of Lesson Planning; Formation of Macro Lesson Plan.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Development of lesson plan in mathematics.
2. Student teachers will be asked to submit a teaching aid useful in the teaching of mathematics.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Aggarwal, J. C. (2008). The teaching of Mathematics. New Delhi: Vikas Publishing House Pvt Ltd.

2. Bagyanathan, D. (2007). The teaching of Mathematics. Chennai: Tamil Nadu Text Book Society.
3. Bishop, G. D. (1965). Teaching Mathematics in the Secondary School. London: Collins Publication.
4. Bolt, B., & Hobbs, D. (2005). 101 Mathematical Projects. New Delhi: Cambridge University Press.
5. Butter, C. H., & Wren, F. L. (1965). The Teaching of Secondary Mathematics. London: Mc Graw Hill Book Company.
6. Dececco, J. P., & Crawford, W. (1977). The Psychology of Learning and Instruction. New Delhi: Prentice-Hall of India Private Ltd.
7. Ediger, M., & Bhaskara Rao, D. B. (2004). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
8. Ediger, M., & Rao, D.B. (2000). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
9. Goel, Amit. (2006). Learn and teach Mathematics. New Delhi: Authors Press.
10. Hoglum, L. (1967). Mathematics for the Million. London: Pan Books Limited.
11. ICFAI. (2004). The methodology of Teaching Mathematics. Hyderabad: ICFAI University Press.
12. Iyengar, K. N. (1964). The Teaching of Mathematics. New Delhi: A Universal Publication.
13. Kapoor, S. K. (2006). The Teaching of Vedic Mathematics. New Delhi: Lotus Press.
14. Kulshreshtha, A. K. (2008). The teaching of Mathematics. Meerut: R. Lall Books Depot.
15. Land, F. W. (1966). New Approaches to Mathematics Teaching. New Delhi: Mac Millan, St. Martin's press.
16. Reymond, B. (2000). Math-tricks, Puzzles and Games. New Delhi: Orient Paperbacks.
17. Sakuntala, D. (1999). More Puzzles. New Delhi: Orient Paperbacks.
18. Schwartz, S. L. (2007). Teaching Young Children Mathematics. London: Atlantic Publishers & Distributors (P) Ltd.
19. Sharan, R., & Sharma, M. (2006). The teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
20. Sharma, R. A. (2008). The technological foundation of education. Meerut: R. Lall Books Depot
21. Siddiqui, M. H. (2005). The teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
22. Sidhu, K. S. (2006). The Teaching of Mathematics. New Delhi: Sterling Publishers private ltd.
23. Singh, M. (2006). Modern Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.

**FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS**

**COURSE NAME: OBSERVING PTM AND PARTICIPATING IN PTM**  
**COURSE CODE: EDU391**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

**Duration: 1 Week**

**Note:** Field engagement will be done in consultation with the higher authority and with the consent of the

schools.

1. All types of observational records will be considered:
2. Field notes and Running records
3. Each pupil-teacher will prepare a report and will submit it to the concerned teacher. This report will be evaluated and grades will be awarded.

### Semester- VI

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
1	Skill Enhancement Course	Compulsory	EDU332	Understanding Self and Personality Development	3	1	0	4
2.	Discipline-Specific Electives	Compulsory	EDU342/ EDU350	History/ Geography	5/4	1	0	6/5
3.	Discipline Specific Electives	Compulsory	EDU350A	Geography Practical	0	0	2	1
4.	Discipline-Specific Electives	Compulsory	EDU348/ EDU354/ EDU344/ EDU356	Political Science/ Economics/ Sociology/ Psychology	5/4	1	0	6/5
5.	Discipline Specific Electives	Compulsory	EDU358	Psychology Practical	0	0	2	1
6.	Core Course	Compulsory	EDU309/ EDU310/ EDU311	Elective English-VI/ Elective Hindi-VI/ Elective Punjabi-VI	5	1	0	6
7.	Generic Elective	Compulsory	EDU361/ EDU363/ EDU365/ EDU	1.History and Culture of Punjab/ 2.History and Culture of India/ 3.MOOC Course/ 4.Generic Elective Introduce Psychology as generic electives	6	0	0	6

8.	Curriculum and Pedagogic Studies	Compulsory	EDU374/ EDU376/ EDU378	Pedagogy of Language- II (English)/ Pedagogy of Language- II (Hindi)/ Pedagogy of Language- II (Punjabi)	4	0	0	4
9.	Curriculum and Pedagogic Studies	Compulsory	EDU372 EDU380	Pedagogy of Social Science- II/  Pedagogy of Mathematics- II	4	0	0	4
10.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU392	Pre- Internship	0	0	4 Weeks	4
11.	Discipline-Specific Electives	Compulsory	EDU366	Yoga Meditation	6	0	0	6
GRAND TOTAL								46

## SKILL ENHANCEMENT COURSE

**COURSE NAME: UNDERSTANDING SELF AND PERSONALITY DEVELOPMENT**  
**COURSE CODE: EDU332**

L	T	P	CR
3	1	0	4

**OBJECTIVES:** The course will enable the student teachers to:

1. Gain an understanding of the central concepts in defining ‘self’ and ‘identity’.
2. Reflect critically on factors that shape the understanding of ‘self’.
3. Build an understanding about themselves, i.e. the development of self as a person as well as a teacher.
4. Reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher.
5. Develop effective communication skills including the ability to listen, observe etc.
6. Build resilience within themselves to deal with conflicts at different levels and learn.
7. To draw upon collective strengths to live in harmony with one’s surroundings.
8. Appreciate the critical role of teachers in promoting ‘self’ and students’ well-being.

### **UNIT- I UNDERSTANDING OF SELF**

- Reflections and critical analysis of one’s self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding of philosophical and cultural perspectives of ‘Self’ and Developing an understanding of one’s own philosophical and cultural perspectives as a teacher

### **UNIT- II DEVELOPMENT OF PROFESSIONAL SELF AND ETHICS**

- Understanding and sharing one’s identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one’s aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Understanding the role of the teacher as facilitator and partner in well-being among learners

### **UNIT- III COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION**

- Expanding human activities and relations; decreasing unhealthy competition, uncertainty and insecurities and the resultant identity conflicts.
- Role of the education system, school, community and management for organizing curricular and co-curricular activities leading towards coping with social complexities.

### **UNIT- IV ROLE OF TEACHER IN DEVELOPING UNDERSTANDING OF SELF AMONG LEARNERS**

- Reflecting on one’s childhood and adolescent years of growing-up, Facilitating the development of awareness about identity among learners

- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

### **Mode of Transaction:**

- The course will be transacted in workshop mode through individual and group experiential activities such as:
- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one 's self and identity. Student-teachers to engage in varied forms of Self- expression such as poetry, painting and creative movements, humor, aesthetic representations, etc.
- Sharing of case studies by student- teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/ his potential.
- Development of reflective journals/ diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important components to enhance student-teachers understanding of body and mind

### **PRACTICUM**

1. Developing self-awareness as a teacher (individual/group activity)
2. Exploring the \_known and unknown 'self in relation to what one and others know about oneself and what others do not know (individual activity)
3. Reflecting, recording and sharing critical moments in one 's life (individual activity and presentations)
4. Reflections on critical moments in the lives of peers (small group activity)
5. Exploring one 's strengths, weaknesses, opportunities and threats (SWOT analysis)
6. Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
7. Group activities involving community participation
8. Practicing selected *asanas, pranayam, meditation and yogic kriyas* as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Bhatt, H. *The diary of a school teacher*. An Azim Premji University Publication.
2. Retrieved from [www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf)
3. Bhattacharjee, D.K (ed). (2010). *Psychology and Education – Indian Perspectives*, NCERT, New Delhi
4. Dalal, A.S. (ed) (2001). *A Greater Psychology- An Introduction to the Psychological thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram
5. Delors, J. (1996). *Learning the Treasure within –Twenty-First Century Education*. UNESCO Education Commission Report.
6. Goel, D.R. (2005). *Quality Concerns in Education*. Centre for advanced study in Education-M. S. University of Baroda

7. Gulati, S., and Pant, D. (2012). *Education for Values in Schools – A Framework*. NCERT, New Delhi.
8. Krishnamurti, J. (1998) *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
9. Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurti Foundation India.
10. Mukunda, K.V. (2009). *What did you ask at school today? A handbook of child learning*, Harper Collins.
11. Olson, D.R, and Bruner, J.S. (1996). *Folk Psychology and folk pedagogy*. In D.R. Olson & N. Torrence (Eds.), *The Handbook of Education and Human Development* (pp. 9- 27), Blackwell
12. Pant, D. and Gulati, S. (2010). *Ways to Peace – A Resource Book for Teachers*. NCERT, New Delhi.
13. Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E., Mysore.

**DISCIPLINE SPECIFIC ELECTIVE  
(HISTORY)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**COURSE NAME: WORLD HISTORY 1871- 1956 AD**  
**COURSE CODE: EDU342**

**OBJECTIVES:** The students will be able to:

1. Explain the concepts like Imperialism, Nationalism, Communism, Fascism and Modernization.
2. Describe the history of modern Europe, the U.S.A., China and Japan.
3. Analyze the major developments that have changed the face of the modern world.

**COURSE CONTENT**

**UNIT- I**

- **New Imperialism 1871-1914:** main features; partition of Africa-causes, colonization and impact  
Congress of Berlin: circumstances, provisions and significance of the Congress of Berlin 1878  
Diplomatic developments in Europe: circumstances leading to the formation of Triple Alliance of 1882 and Triple Entente

**UNIT- II**

- **World War I:** division of Europe into two blocks; causes of the First World War
- Paris peace conference: Treaty of Versailles 1919; provisions, major defects and their impact
- Russian revolution: causes and impact of the Russian revolution of 1917

**UNIT- III**

- **Nationalism and Communism in China:** causes for the Nationalist revolution of 1911 and its results, circumstances leading to the revolution of 1949 and its results
- Modernization in Japan: Meji restoration and modernization in Japan

**UNIT-IV**

- **Fascism and Nazism:** circumstances responsible for the rise of Fascism under Mussolini in Italy; Nazism in Germany under Adolf Hitler
- World war: causes responsible for the second world war- II; modernization of Turkey under Mustafa Kamal Pasha



## MAP

1. Important historical places: Geneva, Washington, Tokyo, Versailles, Constantinople, Peking, Beijing, Manchuria, Nanking, Frankfurt, Johannesburg, Cairo, And Jerusalem
2. Europe on the eve of world war- I
3. Europe on the eve of world war-II

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a comparative study on World War I and World War II
2. Make PowerPoint presentation on a biography of Mussolini in Italy; Nazism in Germany under Adolf Hitler

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Chandra, B. (1989), India 's Struggle for Independence. Penguin Books, New Delhi, India.
2. Chandra, S. (2008), Medieval India. Har- Anand Publications, New Delhi.
3. Geoffrey, H. (2005), the Compact History of the World. Parker Publications, New Hyde Park, New York.
4. Geoffrey, H. (2001), Short History of the World. Parker Publications, New Hyde Park, New York.
5. Ketelbay, C.D.M. (2005), Short History of Europe. Surjit Publishers, New Delhi.
6. Koch, W.H. (1989), Origin of the First World War. Palgrave Publishers, United Kingdom.
7. Thapar, R. (2002), the History of Early India. Penguin Books, New Delhi.

## DISCIPLINE SPECIFIC ELECTIVE (SOCIOLOGY)

**COURSE NAME: SOCIAL DISORGANISATION AND EMERGING PROBLEMS**

**COURSE CODE: EDU344**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The students will be able to:

1. Explain the concept and levels of social disorganization.
2. Analyze the extent of various personal, family and societal problems.

## COURSE CONTENT

### UNIT- I

- Social disorganization: concepts and levels (personal, familial and societal).

## UNIT- II

- Personal problems: alcoholism, drug addiction, suicide, problems of adolescence.

## UNIT- III

- Familial problems- Domestic violence, issues concerning the girl child, female-headed households, problems of working women.

## UNIT-IV

- Societal problems: Poverty, corruption, the problem of aged, ethnic conflicts, declining sex ratio.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Study the Social Problems in India and suggest the measures to overcome them.
2. Sociological Study on Female-Headed Households in Patriarchal Society
3. Collect the readings from Different newspapers regarding Domestic Violence and make a comparative study.
4. Organize a seminar on Beti Bachao, Beti Padhao.

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Ahuja, Ram (1981): Social Problems in India, Ghaziabad: Vikas Publications.
2. Elliot, H.V. & Merrill, F. (1950): Social Disorganization, New York: Harper Brothers.
3. Gill, S.S. (1998): Pathology of Corruption, New Delhi: Harper Collins.
4. Macionis, John J. (2005): Social Problems, New York: Prentice-Hall.
5. Madan, G.R. (1978): Indian Social Problems, New Delhi: Allied Publishers.
6. Mitra, S.M. (2005): Indian Problems, New Delhi: Eastern Book Corporation.
7. Mohan, J. & Sehgal, M. (2004): Youth & Drugs, New Delhi: Abhijit Publications.
8. Narasaiah, M.L. (2005): Poverty & Environment, New Delhi: Discovery Publishing House.
9. Rai, Bhartiya (2004): Samajik Samasyaen, New Delhi: Arjun Publishing House.
10. Vardhan, Ranjay (1999) Female Headed Households in Patriarchal Society: A Sociological Study, Delhi: Indian Publishers Distributors.

## DISCIPLINE SPECIFIC ELECTIVE

(MATHEMATICS)

L	T	P	CR
6	0	0	6

**COURSE NAME: ABSTRACT ALGEBRA**

**COURSE CODE: EDU346**

**OBJECTIVES:** The students will be able to:

1. Explain various Groups and Theorems.
2. Discuss Rings, Subrings in details like Gaussian and Polynomial Rings.
3. Define and Exemplifiers Vector Spaces, Subspaces of various types along with the related theorems.
4. Discuss Linear Transformation, Linear Maps, and Matrices.
5. Discuss Characteristics Roots and Vectors and variety of matrices.

## **COURSE CONTENT**

### **UNIT I**

- Groups, subgroups, cosets, Lagrange's Theorem, Normal (subgroups and Quotient groups. Simple groups, Homomorphism, Isomorphism theorems and Automorphisms, Counting principle. Cayley's theorem, Permutation groups, Alternating groups, Conjugacy, Class equation

### **UNIT II**

- Rings, Subrings. Integral domains, characteristics of a ring and a field, Ideals, Prime and Maximal ideals, Homomorphism, Quotient rings, Integral domains. Field of quotients of an Integral domain, Euclidean domains. The ring of Gaussian Integers, Polynomials rings over rings and fields

### **UNIT III**

- Definition and examples of vector spaces, subspaces, sum and direct sum of subspaces. Linear span, linear dependence, independence and their basic properties, Basis, Finitely generated vector spaces, Existence theorem for basic dimensional vector space, Invariance of the number of elements of a basis set, dimension, Existence of complementary subspace of a finite-dimensional vector space, dimension of sums of subspaces.

### **UNIT-IV**

- Linear transformations, algebra of linear transformations, rank and nullity of a linear map, the inverse of a linear transformation, the space  $L(u, v)$ , the composition of linear maps, matrix associated with a linear map, linear map associated with a matrix, Dimensions of the matrix. Rank and nullity of a matrix.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a study on Abstract Algebra for high school teachers: an experiment with the learning group.
2. Project-based on The Future of the Teaching and Learning of Algebra.
3. Study of describing connections between Abstract Algebra and secondary Education.

## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## **SUGGESTED READINGS**

1. Herstein, I. N. (2007), Topics in Algebra. 2nd Editions, Wiley Eastern Ltd., New Delhi.
2. Artin, M. (1994), Algebra. Prentice-Hall of India, New Delhi.
3. Gillian, J.A. (2000), Contemporary Abstract Algebra. Narosa Publishing House, New Delhi.
4. Singh, S. & Zameeruddin, Q. (2000), Modern Algebra. 7th Edition, Vikas Publishing House, New Delhi.
5. Datta, K.B. (2007), Matrix and Linear Algebra. Prentice-Hall of India Pvt. Ltd., New Delhi.

6. Hoffman, K. & Kunze, R. (2006), Linear Algebra. 2nd Edition, Prentice Hall of India Pvt Ltd, New Delhi.
7. Krishnamurthy, V., Mainra, V.P. & Arora, J.L. (2006), An Introduction to Linear Algebra. East-West Press, New Delhi.
8. Narayan, S. & Mittal, P.K. (2007), A Text Book of Matrices. 10th Edition, S. Chand & Co, New Delhi.

**DISCIPLINE SPECIFIC ELECTIVE  
(POLITICAL SCIENCE)**

**COURSE NAME: INTERNATIONAL POLITICS: THEORY AND PRACTICE C**  
**COURSE CODE: EDU348**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The students will be able to:

1. Explain the meaning and approaches to international politics.
2. Analyze the relevance of Idealist and Realist theories in contemporary international politics.
3. Discuss the meaning and genesis of collective security and dilemma and relevance of collective security.
4. Describe the working of the United Nations.
5. Define the concept of uni-polarity, bi-polarity and multi-polarity.
6. Explain the restructuring of world economic relations in the light of Globalization.
7. Discuss the need for and emergence of various regional organizations.

**COURSE CONTENT**

**UNIT- I**

- Meaning, nature and scope of international politics Realist and idealist approaches to international politics.

**UNIT- II**

- Balance of power- Meaning, Characteristics, the relevance of balance of power in contemporary times. National power: its elements Collective Security- meaning, characteristics, basic assumptions of collective security.

**UNIT- III**

- The cold war and post-cold war era of international politics Bipolar, unipolar and nature of emerging world order.

**UNIT-IV**

- Regional organizations: SAARC and ASEAN United Nations and maintenance of world peace, organs of UN and their role Globalization and its impact on Politics.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Make a report on a detailed study of functions and MOU signed by member countries of SAARC and ASEAN.
2. Assignment based on the curriculum.
3. Organizing a seminar on International Politics.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating

situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Baylis, J. & Steve, S. (2001), the Globalization of World Politics. Oxford University Press, London.
2. Bull, H. (1963), The Anarchical Society; A study of Order in World Politics. Macmillan. London.
3. Carr, E.H. (1939), the Twenty-Year Crisis. Macmillan, London.
4. Carr, E.H. (1944), Conditions of Peace. The Macmillan Company, New York.
5. Frankel, J. (1963), the Making of Foreign Policy. Oxford University Press, London.
6. Hoffman, S.H. (1979), Contemporary Theory in International Relations. Addison Wesley, Massachusetts.
7. Morgenthau, H.J. (1985), Politics among Nations: The Struggle for Power and Peace. 6<sup>th</sup> Edn., Revised by K.W. Thompson, Alfred Knopf, New York.
8. Palmer, N.D. & Perkins, H. (1971), International Relations. Scientific Book Company, Calcutta.
9. Verma, S.P. (1988), International System and the Third World. Vikas Publishers, New Delhi.

### DISCIPLINE SPECIFIC ELECTIVE (GEOGRAPHY)

**COURSE NAME: GEOGRAPHY OF INDIA**  
**COURSE CODE: EDU350**

L	T	P	CR
4	1	0	5

**OBJECTIVES:** The students will be able to:

- Describe India in the context of South Asia and world.
- Enumerate various resources in India.
- Explain the term population in relation to the distribution and density, growth, migration, Urbanization.
- Discuss the various characteristics of Indian agriculture.
- Describe the distribution and localization factors of major industries

#### COURSE CONTENT UNIT- I

- India in the context of South Asia, and the world Relief, drainage, climate, vegetation and soils

#### UNIT- II

- **Iron-ore**, manganese, mica, copper, gold; and power resources Population: numbers, distribution and density, growth, migration, urbanization, and religious composition.

#### UNIT- III

- **Agriculture**- characteristics of Indian agriculture, land use pattern, irrigation, major crops (rice, wheat, jowar, maize, sugarcane, cotton, jute, tea, and groundnut), and areas of surplus and deficit food production and problems of Indian agriculture

#### UNIT-IV

- **Industries**- distribution and localization, factors of major industries (iron and steel, cotton, textiles, sugar, fertilizers, cement), the role of the public sector in the Indian economy. Transport: Rail, Road,

Airways and Waterways and International Trade.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Visit different Industries and prepare a report
2. Visit Punjab Agricultural University, Ludhiana.
3. Make a comparative analysis of government policies on Agriculture and Industries.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Deshpande, C.D. (2000), A Regional Interpretation. Northern Book Centre, New Delhi.
2. Johnson, B.L.C. (1980), Resources and Development. Arnold Heinemann, London.
3. Spate, O.H.K. & Lear month, A.T.A. (1967), Indian & Pakistan: Land, People and Economy. Methuen, London.
4. Khullar, D.R. (2000), India: A Comprehensive Geography. Kalyani Publishers, New Delhi.
5. Singh, R.L. (1971), India: A Regional Geography. National Geographical Society of India, Varanasi.
6. Singh, J. (2003), India: A Comprehensive Systematic Geography. Gyanodaya Prakashan, Gorakhpur. 166
7. Singh, G. (1995), A Geography of India. Atma Ram & Sons, New Delhi.
8. Sharma, T.C. (1991), Economic and Commercial Geography of India. Vikas Publishers, New Delhi.
9. Tirtha, R. & Gopal, K. (1990), Emerging India. Rawat Books, Jaipur.

### **INTRODUCTION TO GIS, REMOTE SENSING & GPS (Practical)**

**Course Code: EDU350A**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

#### **Practical No.1**

Meaning and Scope of GIS, Components of GIS, History of Geographic Information System (GIS)

#### **Practical No.2**

Data Types

GIS Data Structures: Types (Spatial and Non-Spatial), Raster and Vector Data Structure. Global Positioning System (GPS)–Principles and Uses.

#### **Practical No.3**

Remote Sensing: Definition, Development, Platforms and Types

#### **Practical No.4**

Aerial Photography: Types and Geometry, Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface;  
Satellites (Landsat and IRS) and Sensors.

**Suggested Readings:**

1. John R. Jensen (2009). Remote Sensing of the Environment; An Earth Resource Perspective, Pearson Education, (India Edition) New Delhi.
2. Kumari Meenakshi (2001), Remote Sensing, NCRT, New Delhi.
3. Pritvish Nag, and M. Kudra (1998). Digital Remote Sensing, Concept Publishing Company, New Delhi.
4. Chauniyal D.D. (2010), Sudan Samvedan evam Bhogolik Suchana Pranali, Sharda pustak Bhawan Allahabad.
5. Nag, P. (2008), Introduction to GIS, Concept India New.

**DISCIPLINE SPECIFIC ELECTIVE  
(ECONOMICS)**

**COURSE NAME: ECONOMICS OF DEVELOPMENT****COURSE CODE: EDU354**

L	T	P	CR
5	1	0	6

**OBJECTIVES:** The student teacher will be able to:

1. Differentiate between economic growth and economic development.
2. Analyze the various model and strategies of economic growth.
3. Describe the concept of economic development.
4. State the meaning of sustainable development and how it is achieved.

**COURSE CONTENT****UNIT- I**

- Economic Growth and Development: Concept of Economic Growth & Development, Main Features of an Underdeveloped Economy, Determinants of Economic Development.
- *Capital Formation*: Meaning, Importance & Sources of Capital Formation, Disguised Unemployment in underdeveloped countries, Nurkse 's Law, Lewis Theory of Unlimited Supply of Labour.

**UNIT- II**

- *Models of Economic Growth*: Classical Model of Growth; Harrod Domar Model of Economic Growth; One Sector Neo-classical Model of Growth; Rostow 's Theory of Stages of Growth

**UNIT- III**

- *Strategies of Economic Development*: Leibenstein 's Critical Minimum Effect Thesis. Theory of Big Push. Balanced Vs. Unbalanced Growth; Inward and Outward looking Growth Strategies; Export Promotion and Import Substitution Strategy.

**UNIT-IV**

- *Theory of Planning in Developing Countries*: Need, Objectives, Strategies and Problems of Planning, Price Mechanism and Planning.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Submit a report on sustainable development
2. Group discussion on Unemployment in underdeveloped countries

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Jain, T.R. (2007). Development Problem and Policies, New Delhi: V.K. Publications.
2. Meier, G.M. (1995). Leading Issues in Economic Development, New York: Oxford University Press.
3. Rostow, W.W. (1992). Stages of Economic Growth, Cambridge: Cambridge University Press.
4. Higgins, B. (1994). Economic Development: Principles, Problems and Policies, New Delhi: Universal Book Stall.
5. Meier, G.M. & Ranch, J.E. (1998). Leading issues in economics. Development, Seventh Edition, New York: Oxford University Press.
6. Nurkse, R. (1990), Problems of Capital Formation in Underdeveloped Countries, New York: Oxford University Press.
7. Michael, T. (2001), Economic Development in the Third World. London: Orient Longman.

### DISCIPLINE SPECIFIC ELECTIVE (PSYCHOLOGY)

**COURSE NAME: ABNORMAL PSYCHOLOGY**

**COURSE CODE: EDU356**

L	T	P	CR
4	1	0	5

**OBJECTIVES:** The students will be able to understand:

1. Anxiety, Phobias, types of disorders and their classification.
2. Different types of Therapies and their application according to the type of Mood Disorder.
3. Application of Statistics.

#### **COURSE CONTENT**

##### **UNIT- I**

- **Anxiety Based Disorders:** Symptoms, Etiology and Treatment of Obsessive-Compulsive Disorder, Generalized Anxiety Disorder & Phobias. Classification of Somatoform Disorders–Symptoms & Etiology (Conversion Disorder). Dissociative disorders–Types, Symptoms & Etiology.

##### **UNIT-II**

- **Personality Disorders:** Clinical Features, Types and causal factors in Personality Disorders (Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive-Compulsive, Passive Aggressive, Self-Defeating & Sadistic. **Antisocial Personality & Delinquency:** Clinical Picture, Characteristics, Causes, Treatment & Outcomes.

##### **UNIT- III**

- **Mood Disorders:** Types & Symptoms, Causes and treatment.
- **Schizophrenia:** Symptoms, Causes Types and Treatment.
- **Therapies:** Psychodynamic, Behavioral, Cognitive-Behavior Therapy (Rational Emotive) & Humanistic therapy.

##### **UNIT-IV**

- **Statistics:** Introduction to the concept of Hypothesis, One-tailed and two-tailed tests, Type I and Type II errors, Level of significance, degrees of freedom, Significance of Differences between Means (Large sample, correlated and uncorrelated).

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the



level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. Broota, K.D. (1989) Experimental Designs in Behavioral Research, Wiley Eastern Limited, New Delhi.
2. Carson, R.C. Butcher, J.N., and Mineka, S. (1997), Abnormal Psychology and Modern Life, Harper Collins, New York.
3. Davison, G.C. and Neale, J.M. (1998), Abnormal Psychology, John Wiley and Sons, New York.
4. Garrett. H.E. (1996), Statistics in Psychology and Education, Vakils, Feiffer and Simons, New Delhi.
5. Sarason, I.G. and Sarason, B.R. (2002), Abnormal Psychology, Prentice Hall of India, New Delhi.
6. Singh, A., Saharan Manovigyan, Punjabi University, Patiala.
7. Barlow, D.H. & Durand, V.M. (2007) Abnormal Psychology: An Integrative Approach. Thomson Words.

**DISCIPLINE SPECIFIC ELECTIVE  
(PSYCHOLOGY)**

**COURSE NAME: ABNORMAL PSYCHOLOGY PRACTICAL**  
**COURSE CODE: EDU358**

L	T	P	CR
0	0	2	1

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

Five Practical have to be performed out of the following:

1. Projective Techniques (T.A.T.).
2. Measurement of Anxiety.
3. Parenting Scale/Home Environment Scale.
4. EPQ.
5. Measurement of Depression.
6. Rosenberg ‘s Pictures Frustration Test

**CORE COURSE**

**COURSE NAME: ENGLISH**  
**COURSE CODE: 309**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** The students will be able to:

- Make use of competence in all the four skills i.e. Listening, Speaking, Reading and Writing.
- Describe implications of teaching/learning language through literature.
- Develop the power of imagination through literature.

**COURSE CONTENT**

**UNIT I**

- Drama: Doll’s House by Henrik Ibsen

**UNIT II**

- Novel: The English Teacher By R.K. Narayan

**UNIT III**

**Literary Terms and Concepts:** Phonetics, phonology, acoustics, resonation, articulation, tone, nucleus, syllabification, voicing, GIE, RP, ingressive air stream, egressive air stream, connected speech.

**UNIT IV**

**Functional English**

- C.V. and Cover Letter
- Interview Skills

- Professional letters
- Report writing and Memo

### TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. Koneru, Aruna. Professional Communication. Delhi: McGraw, 2008. Print
2. Ashby, P. Speech sounds. London: Routledge, 1995. Print.
3. Balasubramaniam. T. A Text Book of English Phonetics for Indian Students. India: Macmillan, 1981. Print

### GENERIC ELECTIVE

**COURSE NAME: HISTORY AND CULTURE OF PUNJAB**  
**COURSE CODE: EDU361**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** The students will be able to:

1. Explain the development in the social and economic life of Punjab after achieving independence
2. Explain the development of education and literature in Punjab after independence.
3. Describe the new trends in the social and economic life of Punjab.

### COURSE CONTENT

#### UNIT-I

- Significant developments leading to independence Impact of partition on Punjab

#### UNIT II

- The rebuilding of social and economic life after partition the main stages in the movement for the Punjabi speaking state; reorganization act of 1966

#### UNIT-III

- New trends in social life: gender discrimination; emigration from Punjab New trends in economic life: modernization of agriculture, land reforms

#### UNIT-IV

- Development of education in Punjab after independence
- Development of Punjabi literature with special reference to prose, poetry and drama

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Visit a Historical place.
2. Celebration of National days like Independence Day, Holocaust day on the campus.
3. Write a biography on the lives of Freedom fighters (S. Bhagat Singh, Lala Lajpat Rai, etc.)

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READING

1. Chopra, P.N. & Das, M.N. (1974), a Social, Cultural & Economic History of India. Vol. III, Macmillan India, New Delhi.
2. Grewal, J.S. (2004), Social and Cultural History of Punjab: Prehistoric, Ancient and Early Medieval. Foundation Books Pvt Ltd Cambridge House, New Delhi.
3. Grewal, J.S. (2005), The Sikhs of Punjab. New Cambridge House, New Delhi.
4. Gupta, K.K. (2007), History and Culture of Punjab. Mahindra Publishing House, Chandigarh.
5. Johar, R.S. (1983), Studies in Punjabi Economy. GNDU Publication, Amritsar.
6. Rai, R. (2007), History and Culture of Punjab. New Academic Publisher, Jalandhar.
7. Satya, M. R. (1978), Heroic Tradition in Punjab (1900-1947). Publication Bureau, Punjabi University, Patiala.
8. Singh, F. (1974), Freedom Struggle in Punjab. Publication Bureau, Punjabi University, Patiala.
9. Singh, F. (1987), History and Culture of Punjab. Part II, Publication Bureau, Punjabi University, Patiala.
10. Singh, K. (1991) A History of the Sikhs. Vol. II (1839-1998), Oxford University Press, Delhi.
11. Yadav, K.C. (1991), Haryana Aitihāsik Simhavalokan (Hindi). Haryana Sahitya Academy, Chandigarh.

## GENERIC ELECTIVE

L	T	P	CR
6	0	0	6

**COURSE NAME: MOOC COURSE**

**COURSE CODE: EDU365**

### NOTE:

It will be mandatory for pupil-teacher to join any MOOC course related to education and produce a certificate of the course for the evaluation of the course by the concerned faculty members.

Courses are offered by various agencies such as:

- UGC
- AICTE
- NPTEL(IIT-C) (Curriculum)
- CEC
- IIM-B
- NIOS (Curriculum)
- NITTTR- Chennai

Students will complete the MOOC course and will submit the results to the department for evaluation.

### GENERIC ELECTIVE

**COURSE NAME: (GE-PSY-P-02) SELF AND PERSONAL GROWTH**

**COURSE CODE: EDU**

L	T	P	CR
6	0	0	6

#### Unit 1:

- Personality: Concept of Personality. Theories of Personality (Freud, Allport, Murray, Cattell & Eysenck), Five factor model of personality(Costa & McCrae).
- Techniques of Assessment (Psychometric and Projective).

#### Unit 2:

- Emotions: Importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions.
- EQ competencies: self-awareness, self-regulation, empathy, and interpersonal skills.

#### Unit 3:

- Group Dynamics: Group Dynamics: Definition, types of groups, formation, structural properties, group decision making, group think and group polarization, social loafing, social facilitation.

#### Unit 4:

- Health and Well-being: Positive emotions, happiness, Subjective well-being; Resilience (definition, sources in childhood and youth).

#### Readings:

1. Allen, F. (2011).Health psychology and behaviour.Tata McGraw Hill Edition.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
4. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
5. Singh, D. (2003). Emotional intelligence at work (2 nd ed.) New Delhi: Response Books.

### GENERIC ELECTIVE

**COURSE NAME: YOGA MEDITATION**

**COURSE CODE: EDU366**

L	T	P	CR
6	0	0	6

**OBJECTIVES:** To enable the student teachers to:

1. Understand the concept of health education, its various dimensions and determinants for all-round development.
2. Know the health status, health problems and remedial measures.
3. The concept of eating habits and eating disorders
4. Form right habits about exercise, games and sports, sleep, rest and relaxation.

5. Know various policies and programmes related to health, physical education and yoga.
6. Comprehend the process of assessment of health and physical fitness.

## **COURSE CONTENT**

### **UNIT- I HEALTH EDUCATION**

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents including differently-abled children.
- Impact of Physical activities, games, sports and yoga on different body systems, Management of stress and strain in life.

### **UNIT- II EATING HABITS**

- Food and nutrition, food habits, the timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, the economics of food, malnutrition, obesity.
- Dietary requirements of the human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports- person-ship; Need for diet planning, Balanced diet.
- Eating disorders: Anorexia Nervosa and Bulimia Nervosa.

### **UNIT- III PHYSICAL EDUCATION**

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-person ship.
- Drawing of Fixtures for conducting Tournaments, knock-out, league, Layout of Track & Field areas.

### **UNIT- IV YOGA**

- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)
- Surya Namaskara and Pranayams, Meditation
- Precautionary measures for yogic practices.
- Role of yogasanas for prevention of common diseases.

### **INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

- Research Project on the effects of yoga on physical health and psychosomatic diseases.
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. Relay
- Organisation of games and sports tournaments.
- Learning and performing basic yogic activities, asanas and pranayam, Kriyas and Meditation.
- Celebration of yoga day, yoga week.

## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### SUGGESTED READINGS

1. K. Park, -Preventive and Social Medicinell Banarsidas Bhanot, Publishers Nagpur Road, Jabalpur, India.
2. NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available onwww.aeparc.org.www.ncert.nic.in)
3. NCERT (2014). Population Education: Source Material, NCERT, New Delhi
4. Stephen J. Williams, Paul R. Torrens, -Introduction to Health Service, Delmore Publications
5. Deborah A. Wuest, Charles A. Bucher, -Foundation of Physical Education Exercise Science and Sportsll Tata McGraw Hill, Pvt. Ltd., New Delhi
6. John E. Mixon, Ann E. Jewett, -An Introduction to Physical Education, W.B. Saunders Company, London
7. John Chaffers, Tom Eval, -Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Woodll New Jersey
8. Bette J., Logdson& Others, -Physical Education for Childrenll, Lea & Febiger, Philadelphia
9. Roberts S. Weinberg & Daniel Gould, -Foundation of Sports and Exercise Psychologyll, Human Kinetics Publication
10. A.K. Uppal, Lawrence Gray Kumar, -Biomechanics in Physical Education and Exercise Sciencell Friends Publication, New Delhi
11. Jack H. Wilmore, David L. Costill, W. Larry Kenney, -Physiology of Sports and Exercisell Human Kinetics Publication
12. M.M. Ghore, -Anatomy and Physiology of Yogic Practicesll Lonavala Yoga Institute, Lonavala
13. Charlotte M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala
14. -Yogasanall Morarji Desai National Institute of Yoga, New Delhi
15. -Pranayamall Morarji Desai National Institute of Yoga, New Delhi
16. MDNIY (2010). -Yoga Teachers Manual for School Teachers, New Delhi
17. NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi
18. NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

### GENERIC ELECTIVE

**COURSE NAME: COMPUTER EDUCATION**  
**COURSE CODE: EDU368**

L	T	P	CR
6	0	0	6

### COURSE CONTENT

#### UNIT- I

- Computer Education - Concept, Need and Importance, Application of Computer with Special Reference to Education and Society.
- Aims and Objectives of Computer Education, Present and Future of Computer Education in Indian Schools.

- Computer Education Curriculum - Concepts and Principles of Curriculum for Computer Education, Need of Curriculum Development Cell for Computer Education.

#### UNIT- II

- Information Communication Technology - Concept, Objectives and role of ICT in Teacher Education.
- Learning Meaning and Factors of e-Learning, the difference in conventional and e-Learning, Model of e-Learning, e-Tutoring.

#### UNIT- III

- Lesson planning-Need and importance of lesson plans, steps of the lesson plan, characteristics of a good lesson plan, Innovations in Teaching Technology
- Computer - Assisted Instructions, Personalized System of Instruction, Learner Controlled instruction, Use of Computer in School Education. System Approach

#### UNIT-IV

- Multimedia Approach in Teaching - Computer as Teaching Machine, Education Use of Internet.
- Building Blocks of Multimedia (Text, Hypertext, Digital Audio Video Animation)
- Methods of Teaching CAI CML On-Line Education d) Planning of Computer Laboratory: Room Space Furniture, Light Conditions, Number of Computer, etc.,

#### SUGGESTED READINGS

1. Anand Bhushan & Malvinder Ahuja: Educational Technology.
2. M.S. Sachdeva & Inderdev Singh Nandra; A New Approach to Technology of Teaching.
3. M. Mukhopadhyay (Ed): Educational Technology.
4. Sunil Kumar, Khushvinder Kumar, Teaching of Computer Science GBD Publication, Gurusar Sadhar.
5. S.K. Mangal: Technology of Teaching.

### CURRICULUM AND PEDAGOGIC STUDIES (SOCIAL SCIENCE)

**COURSE NAME: PEDAGOGY OF SOCIAL SCIENCE- II**  
**COURSE CODE: EDU372**

L	T	P	CR
4	0	0	4

**OBJECTIVES:** To enable the student teachers to

1. Explain the nature and concept of social science.
2. Identify various methods, devices and techniques of teaching social sciences at various levels.
3. Identify and use a variety of learning experiences and instructional materials in Teaching social science
4. Describe the various innovative techniques of evaluation used in teaching Social science.

#### COURSE CONTENT

##### UNIT- I

- Social science: Relationship of Social studies with Social Science, Languages, Mathematics, Arts and Science.
- Behavioural Objectives in Social Sciences, Values of Social Science in Teaching.

- Teaching Skills: Introduction Skill, explanation, questioning, stimulus variation and skill of reinforcement.

## **UNIT- II**

- Meaning and definitions of Curriculum, Challenges in the development of social science curriculum.
- Continuous and Comprehensive Evaluation: Meaning, Importance and Process.
- Use of ICT in teaching of social science.
- Social Studies curriculum at secondary stage-Features, issues and recommendations of NCF 2005.

## **UNIT- III**

### **Approaches in Teaching**

- Classroom Processes: Discovery method, Source method and Survey Method.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

## **UNIT-IV**

### **Contents and its pedagogical analysis and Lesson planning**

- Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region and market.
- Meaning, importance and Steps of Pedagogical Analysis.
- Pedagogical Analysis on the following topics: –
  - Constitution of India
  - Physical features of India
  - Population
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Development of lesson plan in social studies
2. Student teachers will be required to submit a teaching aid useful in the teaching of social studies.

## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## **SUGGESTED READINGS**

1. Shaida, B.D. (1962), The teaching of Social Studies. Panjab Kitab Ghar, Jalandhar.
2. Kochhar, S.K. (1983), Teaching of Social Studies. New Delhi: Sterling Publications, New Delhi.
3. Kohli, A.S. (1996), Teaching of social studies. Anmol Publishers, New Delhi.
4. Taneja, V.K. (1992), Teaching of Social Studies. Vinod Publishers, Ludhiana.
5. Aggarawal, J.C. (1982), Teaching of Social Studies. Vikas Publishers, New Delhi.
6. Wesly, E.B. (2000), Teaching of Social Studies. D.C. Herth and Co, Boston.



## CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: PEDAGOGY OF ENGLISH- II**  
**COURSE CODE: EDU374**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### **UNIT- I LANGUAGE, LITERATURE AND AESTHETICS**

- Different creative forms of English Language - Literature, media and translation.
- Teaching different texts: Poetry, Prose, Drama – Objectives and procedure
- Developing tasks, activities and materials for lesson design.

### **UNIT- II LESSON PLAN**

- Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan- Instructional Objectives and Specifications for prose, poetry, grammar and composition
- Teaching Skills: Introduction, Explanation, Probing question, Stimulus Variation and a Closing achiever.

### **UNIT- III DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

- Language Course Book- Importance, Characteristics and Review
- Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.
- Language Curriculum-Meaning, Importance and Principles of Curriculum Construction.

### **UNIT- IV TEACHING-LEARNING MATERIALS AND ASSESSMENT - ITS ROLE AND IMPORTANCE**

- Audio-visual aids, Use of Multimedia in ELT, Online Resources for ELT, ELT and Social Networking Websites, Planning activities such as discussion, debates, workshops, seminars, etc.; Language labs.
- Progress and assessment of the 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.) reflecting— Problem-solving, creative and critical thinking, Enhancing imagination and environmental awareness, Construction of language test and BluePrint.

### **PRACTICUM**

1. Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation.
2. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
3. Take any creative writing related to history e.g. *Discovery of India* and prepare a flowchart on the main events.

4. Review any story and have a discussion in groups.
5. Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomenon. g. Climate change, water.
6. Review any two stories of your choice.
7. Interview any local artist/ poet/ writer.
8. Collect Indian folktales in English (translated) for your portfolio.
9. Prepare a newsletter based on your school experience programme (handwritten).
10. Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states.
11. Prepare an outline for the development of the textbook for the same class for your state.
12. Prepare a list of audio-visual aids related to the teaching of English and use them wherever necessary.
13. Identify and prepare different types of teaching aids for children with special needs (speech impaired).
14. Organize a workshop/ seminar/ conference on the topic- Language of Children 'or any other related topic.
15. Take any topic of your choice and write about it in any form of creative writing.
16. Take any creative writing e.g. a poem or a story and develop teaching strategies to teach:
  - (a) same pieces for different stages; (b) understanding any creative piece at different levels. (c) teaching the same piece to children with special needs.
17. Prepare a collection of poems and stories of your choice.
18. Prepare an outline for a school magazine.
19. Develop the material for the school magazine based on your experiences during school experience practice (Handwritten).
20. Review contemporary children's literature.
21. Review any two magazines for women.
22. Write a report on current practices of assessment and evaluation at the Upper Primary Stage.
23. Analyse the question papers of English language (Previous-3 years)- classes X& XII (any board) in the light of new approach of assessment.
24. Develop a question paper for the upper primary and secondary stage to assess all the aspects of language learning.
25. Analyse answers given by the learners for one particular question.
26. Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners.
  - Study the key points of the 1<sup>st</sup> term assessment of any student of Class VI
  - Devise a strategy to incorporate the suggestions given in the 1<sup>st</sup> CCE report for the progress of the learner.
27. Action Research
  - Identify and list Language (English) related errors common among students.
  - Prepare a list of idioms, proverbs in English.
  - Teaching any creative piece in the classroom on the basis of (a) level of the students (b) perspective teachers
  - Prepare an outline for action research on the basis of your experience of the difficulties faced during the school experience programme.

## **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote

creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University Press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
9. Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
10. Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009
11. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
12. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
13. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
14. Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
15. Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
16. Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
17. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
18. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
19. Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
20. Kumar, Krishna, 2011. The Childs Language and the Teacher, a Handbook, New Delhi, National Book trust India,

## CURRICULUM AND PEDAGOGIC STUDIES

**COURSE NAME: PEDAGOGY OF HINDI- II**  
**COURSE CODE: EDU376**

L	T	P	CR
4	0	0	4

### OBJECTIVES

- भाषा की अिग-अिग भूमलकाओं को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा सीखने के तरीके और प्रक्रलया को जानना और समझना
- पाठ्यरिा पाठ्यक्रम और पाठ्यपुस्तक का वलशर्िेषण कर कक्षा वलशेष और बिर्िोों की समझ के अनुसार ढािना
- भाषा और साहलत्य के संबंघ को जानना
- हलंदी भाषा के वलवलघ रूपों और अभलव्यक्तलयों को जानना
- भावों और वलारों की स्वतंत्र अभलव्यक्तल करना
- भाषायी बारीकलयों के प्रतल संवेदनशीि होना
- वलद्यार्थलयों की सर्जनात्मक क्षमता को पहिानना
- भाषा के मूि्यांकन की प्रक्रलया को जानना
- भाषा सीखने और सलखाने के सर्जनात्मक दृष्टलकोण को समझना

### UNIT I: हहदी उच्चारण लशक्षण

- ङििारण अवयव/ स्थान
- हलंदी की मानकध्वनलयों एवं वर्गीकरण (स्वरव्यंजन)
- बिाघात, स्वराघात, अनुतान
- अशुद्ध ङििारण के कारण, उनके प्रकार एवं सुधार के उपाय

### UNIT II: हहदी शब्द और शब्द-रिना

- शब्द और उसके प्रकार:

(क) अर्थ की दृष्टल से (एकार्थी अनेकार्थी पर्यायवाििी वलिोम)

(ख) प्रयोग की दृष्टल से (सामान्य, तकनीकी)

(ग) इतलहास की दृष्टल से (तत्सम, तद्भव, देशज और वलदेशी)

- शब्दरिना: उपसर्ग, प्रत्यय, संघल और समास की अवधारणा और शब्द रिना में इनकी भूमलका
- शब्दशक्तलयां, मुहावरे और िोकोक्तलयों का भाषा शलक्षण में महत्वा

### UNIT III: पाठ्यक्रम पाठ्य सामग्री का लनमाणण और लवश्लेषण तथा लशक्षण अलधगम सामग्री

- पाठ्यरिा, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंघ
- पाठ्यक्रम का नलर्माण एवं पाठ्यपुस्तक का वलकास (माध्यमलकस्तर पर)
- भाषा की पाठ्यपुस्तक की वलशेषताएँ

- पाठ्यक्रम एवं पाठ्यपुस्तक का वलश्लिषण एवं मूि्यांकन
- रटंत प्रणािी से नलर्मलतवादी उपागम की ओर
- प्रलंट मीडलया एवं अन्य पठन सामग्री।
- पत्रलकाएँ समािार पत्र, कक्षा पुस्तकािय,सूिना प्रोद्योगलकी एवं श्रव्य-दृष्य सामग्री रेडलयो, दूरदर्शन, फलिमा
- पाठ्य सहगामी क्रलयाएँ (साहलत्य परलषदपरलरिा, वाद वलवाद, कार्य गोष्ठी, सेमलनार इत्यादल)।
- भाषा प्रयोगशािा।

#### UNIT IV: मूलयांकन – इसकी भूलमका और महत्व

- भाषा वलकास की प्रगतल और मूि्यांकन
- सतत और व्यापक मूि्यांकन
- मूि्यांकन की प्रवलधलयौ-मौखलक, िलखलत, स्वमूि्यांकन,
- आपसी मूि्यांकन, समूह मूि्यांकन
- प्रश्नों का स्वरूप-खुिे प्रश्न, बहु वलक्िपीय प्रश्न, सत्य असत्य प्रश्न इत्यादल।

**vf/kxe** लवलधयौ: व्याख्यान के साथ-साथ परलरिा छात्रों द्वारा स्वयं कर के सीखना उनकी सहभागलता द्वारा शलक्षण।

**Language across the Curriculum Activities:** As an integral part of the teaching-learning process, relevant activities should be carried out to enhance and promote language skills (LSRW) and proficiency based on the rationale of Language Across the Curriculum. The activities in this regard are language-centered and, therefore, the focus of learning and teaching activities should be on language skills not necessarily on the content. The activities in this regard may be designed/improvised according to the context. Some of the exemplar activities may include:

- Presentation (Oral and Written) based on themes from the content area.
- Debate on themes from the content area.
- Panel discussion/Seminar/ discussion.
- Group discussion/group work.
- Question-answer sessions.
- Roleplay/dramatization.
- Extempore Speech/Elocution.
- Organization of reading/reflection activities beyond the textbooks.

ifj;kstuk dk;Z:

1. कक्षा 6 से 8 तक की हलंदी की दो राज्यों की कलसी एक पाठ्य पुस्तक की तुिना करना।
2. अपने राज्य की कक्षा 6 से 8 की हलंदी की पाठ्य पुस्तक की रूपरेखा बनाना।
3. वलद्यािय पत्रलका की रूप रेखा बनाना।
4. समकािीन बाि साहलत्य की समीक्षा करना।
5. कक्षा 10 के हलंदी के प्रश्नपत्र कीसमीक्षा करना।
6. महिलाओं की कलन्हीं दो पत्रलकाओं की समीक्षा करना।
7. हलंदी के कलन्हीं दो दललत साहलत्यकारों की कलसी एककृतल की समीक्षा।
8. कक्षा 6 से 8 तक की कलसी एक कक्षा के हलंदी प्रश्नपत्र का नलर्माण।
9. वलद्यािय अनुभव कार्यक्रम के दौरान भाषा शलक्षण को िेकर आने वािी कठलनाइयों पर क्रलयात्मक शोध।

10. अपने क्षेत्र में प्रिंलत िोक कथा िोकगीतों का संकिन तैयार करना।

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. सतत एवं व्यापक मूलयांकन, एन.सी.ई.आर.टी. प्रकाशना।
2. भोिानाथ तलवारी, (1967) भाषालवज्ञान, झिहाबाद कलताब महि।
3. एम०एम०भाटलयाऔरसी०एि०नांग, 1/4(1984) आधुलनक हहदी लशक्षण लवलधयाँ, िुधलयाना प्रकाश ब्रदसी
4. माता बदि जायसवाि, मानक हहदी का ऐलतहालसक व्याकरण, झिहाबाद महामतल प्रकाशना।
5. रमन बलहारी िाि, (1992-93).हहदी लशक्षण, मेरठ रस्तोगी पब्लिकेशन
6. द्वारलका प्रसाद सक्सेना, (2000) भाषा लवज्ञान के लसद्ांत और हहदी भाषा, मेरठ मीनाक्षी प्रकाशना।
7. भाई योगेंद्र जीत (1994) हहदी भाषा लशक्षण, आगरा वलनोद पुस्तक मंदलरा।

## CURRICULUM AND PEDAGOGIC STUDIES

**COURSE CODE: PEDAGOGY OF PUNJABI- II**  
**COURSE NAME: EDU378**

L	T	P	CR
4	0	0	4

### OBJECTIVES:

#### UNIT- I

1. pMjwbl swihq dy v~K-v~K rUp, skUII pwTkRmW iv~c v~K-v~K rUpW dI pVHweI (iviSSstswihq – kivqw, khwxI, nwwl, nwtk, iekWgI, inbMD) (pRsqwivq pRSn) (lok swihq rUp – suhwg, GoVIAW, is`TxI, Folw, t`pw, boll, mwhIAw) (pRsqwivq pRSn)
2. skUII pwTkRm iv~c mIfIAw dI BUimkw
3. BwSw iv~c Anuvwd dw mh~qv qy loV

#### UNIT- II

1. kivqw qy vwrqk AiDAwpn – mh~qv, audyS, ivDIAW qy AMqr[
2. nwtk is~iKAw – mh`qv, audyS qy ivDIAW, khwxI dI is~iKAw – khwxI suxwauX dI kQw, AiDAwpn ivDIAW

3. siBAwewr Aqy lokDwrw – siBAwewr dI jwx pCwx, mh`qv Aqy pCwx icMnH (pRSqwivqpRSn)

**UNIT- III**

1. pwT Xojnw – pirBwSw, audyS, mh~qqw, ivSySqvwW qy iksmW ,pwT Xojnw dI iqAwrl sUKm pwT XojnW dI iqAwrl qy koSl AiDAwqn[

2. BwSw is~iKAW iv~c shwiek sm~grI–ArQ, mh~qqw, iksmW qy aupXogI vrqoN BwSw pRoXogSwlw – ArQ, audyS, mh~qqw, vrqoN dy FMg[

**UNIT- IV**

1. pwTpusqk, pwTkRm – audyS, mh~qqw qy isDWq[BwSw is~iKAw leI mulWkx – ArQ qy ivDIAW, inrMqr ivAwpk mulWkx dI Dwrnw AqypjvIN qoN dsvIN q~k AMk vMf[ mulWkx leI pRSnW dy rUp Aqy prqvI sUcnw[

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Development of lesson plan in Punjabi.
2. Student teachers will be asked to submit a teaching aid useful in the teaching of Punjabi.

**TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS**

1. gzikph ੳੳੳ, ftnkeoD ns/ pDso L gzikph : {Bhtof;Nh, gfNnkbk.
2. gzikph ôpd o{g ns/ ôpd i'V e'ô L vka joehos f;zx.
3. wks-Gkôk dh f;Zfynk ftXh L vka i;tzs f;zx i;.
4. gzikph Gkôk s/ ;kfjs nfXnkge L vka fJzdod/t f;zx Bzdok.
5. gzikph ;kfjs dh T[sgsh ns/ ftek; - feogkb f;zx e;/b, gofwzdo f;zx, r'fpzd f;zx bKpk bkj"o p[Ze ôkg, b[fXnkDk.
6. wZXekb dh u'Dt] gzikph eftsk - vkH gqhsW f;zx (;zgkH) gpbhe/ôB fpT{o', uzvhrVQ.
7. gzikph nfXn?B d/ w[Yb/ ;zebg - ihs f;zx i'ôh, tko; ôkj ckT{Av/ôB, nzfwqs;o - 1999
8. gzikph Gkôk fbgh ns/ ftnkeoB-vkH ôod/t f;zx frZb b'erhs gqekôB, 2006

**CURRICULUM AND PEDAGOGIC STUDIES**

**COURSE NAME: PEDAGOGY OF MATHEMATICS- II**

L	T	P	CR
4	0	0	4

**COURSE CODE: EDU380**

**OBJECTIVES:** The course will enable the student teachers too -

1. Develop insight into the meaning, nature, scope and objective of Mathematics Education;
2. Appreciate mathematics as a tool to engage the mind of every student;
3. Appreciate mathematics to strengthen the student 's resource;
4. Appreciate the process of developing a concept;
5. Appreciate the role of mathematics in day-to-day life;

6. Understand that mathematics is more than formulas and mechanical procedures;
7. Channelize, evaluate, explain and reconstruct students' thinking;
8. See mathematics as something to talk about, to communicate through,
9. Pose and solve meaningful problems;
10. Appreciate the importance of mathematics laboratory in learning mathematics;
11. Construct appropriate assessment tools for evaluating mathematics learning;
12. Develop the ability to use the concepts for life skills;
13. Stimulate curiosity, creativity and inventiveness in mathematics;
14. Develop competencies for teaching-learning of mathematics through various measures;
15. Focus on understanding the nature of children 's mathematical thinking through direct
16. Observations of children 's thinking and learning processes;
17. Examine the language of mathematics, engaging with research on children 's learning in specific areas.

#### **UNIT- I NATURE AND SCOPE OF MATHEMATICS**

- Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept— defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason, comparing and contrasting; giving counter-examples; Nonexamples; Planning and implementation of strategies for teaching a mathematical concept like Activity based method etc.; Problem posing and solving, discovering or exploring various options for solving the problems; formulation of conjecture and generalizations through several illustrations; Difference between the teaching of mathematics and teaching of science.

#### **UNIT- II EXPLORING LEARNERS**

- Cultivating learner's sensitivity like an intuition; encouraging learner for- probing, raising queries and relating mathematics to real-life situations; appreciating dialogue and cooperative learning among peer group; promoting the student's confidence (carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

#### **UNIT- III AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS**

- Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing learning objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

#### **UNIT- IV SCHOOL MATHEMATICS CURRICULUM AND APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS**

- Objectives of curriculum, principles for designing curriculum at different stages of schooling, some highlights of the curriculum like a vision of school mathematics, the main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; Pedagogical analysis of various topics in mathematics at various levels of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

#### **Practicum**

1. Collect the names of Indian Mathematicians. Prepare a report about their contribution to Mathematics.
2. Take up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students discusses the probable ways of solving it. Note the different ideas that were generated



- about the related concepts while solving the problem. Prepare a report about it.
3. Read the Focus Group paper on Teaching of Mathematics. Interact with a group of students of upper primary or secondary stage. Check how far the observations made in the Focus Group Paper are relevant regarding-
    - ✓ Problems in teaching and learning mathematics
    - ✓ Fear of mathematics
  4. Prepare a report about your observations.
  5. Develop a topic that meets the expectations of the *Vision Statement* in the Mathematics Focus Group Paper (NCF 2005). Based on it interact with a group of students. Prepare a report based on the following points-
    - ✓ Recall how the topic was taught to you in your school. See what is the same and
    - ✓ What is different as far as learning of the topic is concerned?
    - ✓ Did the students enjoy learning the topic? How do you know that?

### **FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS**

**COURSE NAME: PRE- INTERNSHIP**

**COURSE CODE: EDU392**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

**OBJECTIVES OF THE COURSE:** On completion of the course, the students will be able to:

1. Understand the activities to be carried out during the school internship programme.
2. Observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
3. Develop skill in content analysis, preparing TLM and observing classroom processes.
4. Plan and implement teaching-learning activities for peers and the actual classroom.

### **DURATION- FOUR WEEKS**

#### **PRE- INTERNSHIP TASKS**

- (The Internship Committee formulated by the Institute will prepare a Schedule for the execution of Pre-Internship Tasks)
- During the four-week duration, the student teachers are oriented to the school internship programme.
- For the first two weeks, they will be provided training in core teaching skills, content analysis, preparing Teaching Learning Material (TLM), writing observation records, Reflective Journals, conducting Action Research and Case Study, organizing school activities and their reporting, developing Achievement Tests, administering and analyzing. Student teachers will also write lesson plans and take up peer teaching.
- For the next two weeks, student teachers will be placed in schools. They will observe the classes being handled by the regular teachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflect on the teaching.

#### **MODES OF LEARNING ENGAGEMENT**

- Pre internship will be carried out both in the Institute and the School.
- First two weeks they will be exposed to theoretical knowledge about internship and receive information on various activities that are required to be carried out by the student teachers.
- Student teachers will get hands-on experience in performing certain tasks that they are expected to perform in the school.

- In the beginning, they learn to teach in a simulated condition by teaching their peers.
- Next two weeks, student teachers are attached to the school on a full-time basis, observe the teaching by the regular classroom teacher, teach at least one lesson in each teaching subject, involve in all the activities of the school and learn to understand the school.
- Student teachers keep a record of all the work carried out by them in the school (Details to be worked out).

### EVALUATION CRITERIA

<b>Distribution of Marks for the School Exposure and Multicultural Placement</b>		
<b>Activity</b>	<b>Max. Marks</b>	<b>Min. Pass Marks</b>
Content Analysis in each teaching subject	20	10
Preparation and use of learning resources during peer teaching in each teaching subject (two)	10+10 =20	10
Observation record  Five classes of regular classroom teacher Five classes of peer	10+10=20	10
Actual classroom teaching (Two lesson in each teaching subject)	40	20
<b>Total</b>	<b>100</b>	<b>50</b>

**Semester- VII**

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
18.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU491	Internship	0	0	14 Weeks	14
19.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU493	Working with Community	0	0	2 Weeks	2
<b>GRAND TOTAL</b>								<b>16</b>

## FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS

**COURSE NAME: INTERNSHIP**  
**COURSE CODE: EDU491**

L	T	P	CR
0	0	14	14

**CONTACT HOURS- FOURTEEN WEEKS**

**OBJECTIVES OF THE COURSE:** On the completion of the course the student teachers will be able to:

1. Observe the classes of regular teachers and peers and learn about the teaching-learning process and classroom management.
2. Develop skills in planning and teaching in an actual classroom environment.
3. Reflect, learn to adapt and modify their teaching for attaining learning outcomes of students.
4. Maintain a Reflective Journal.
5. Acquire skill in conducting Action Research/ Case Study.
6. Inculcate organizational and managerial skills in various school activities.
7. Create and maintain resources for teaching and learning in internship schools.
8. Work with the community in the interest of the learner and their learning outcomes.

### **INTERNSHIP TASKS: -**

The student teachers will perform the following in the school attached to her/him.

#### **1. Delivery of lessons**

- ✓ The student teachers will deliver a minimum of 40 lessons including two criticism lessons (one at the end of the 9<sup>th</sup> week and the other during the last week of the teaching assignment) in each Pedagogy course. In total, they will teach 80 lessons in two Pedagogy courses (Preferably 20 lessons for Upper Primary classes and 20 for Secondary classes in each Pedagogy course).
- ✓ The student teachers will visualize details of teaching-learning sequences, keeping all considerations in view. They will also involve themselves in discussion, reflection, reconsideration and consolidation after each lesson as well as at the end of the unit.

#### **2. Practicum: -**

- ✓ Preparation, administration and analysis of achievement tests in two Pedagogy courses.
- ✓ Conducting Action Research/ Case Study.
- ✓ Observing ten lessons of a regular teacher and ten lessons of peers in each Pedagogy course and preparing an Observation Record.
- ✓ Preparing and using teaching aids in each Pedagogy course.
- ✓ Writing a Reflective Journal.
- ✓ Organizing any two co-curricular activities and reporting.
- ✓ Preparing a suggestive comprehensive plan of action for improvement of some aspects of the school, where they have been teaching during Internship.
- ✓ Reporting on activities conducted with the community.

Any other activity given under Suggested School Activities can be studied after consultation with the Faculty, in charge of learning to function as a teacher (School Internship).

## **SUGGESTED SCHOOL ACTIVITIES**

- Organizing cultural, literary, sports and games activities
- Framing of time table
- Organising Morning Assembly
- Maintenance of school discipline
- Maintenance of school records, library and laboratories
- Providing Guidance and Counselling services
- Studying the role of community in school improvement
- School Mapping
- Water Resource Management in schools
- Mass awareness of social evils and taboos
- Organizing educational fair, exhibition, club activities, nature study and field trip. (Any other activity/ activities decided by the Institute)

## **MODES OF LEARNING ENGAGEMENT**

- Internship tasks will be carried out as a part of the \_in-school 'practice. A mentor/cooperating teacher and supervisor of the Institute will guide the student-teacher periodically.
- Student teachers will observe at least 10 lessons of regular classroom teachers and 10 lessons of their peers.
- Adequate classroom contact hours - a minimum of 40 lessons including two criticism lessons in each Pedagogy course preferably 20 lessons for Upper Primary classes (VI-VIII and 20 lessons for Secondary classes (IX and X) for subject-based teaching-learning will be undertaken in consultation with the school authorities.
- A Reflective Journal will be maintained by the student-teacher in which she/he records her/his experiences, observations and reflections on classroom experiences.
- A portfolio will be maintained by the student teachers which includes lesson plans, resources used, assessment tools, student observations and other records.
- Student teachers will always work in liaison with the regular teachers in the schools involving themselves in all the school activities and conducting at least two activities.
- The Institute in consultation with the schools will prepare the details of the internship programme for each of the schools.

## EVALUATION CRITERIA

<b>Distribution of Marks for the School Internship</b>		
<b>Activity</b>	<b>Max. Marks</b>	<b>Min. Marks</b>
Classroom Teaching (two Pedagogy courses)	200	100
Criticism Lessons (four lessons in total)	40	20
Reflective Journal (two Pedagogy courses)	10	5
Observation Records Ten lessons of the school teacher Ten lessons of peer	5+5 =10	5
Achievement test- development, Administration and Analysis	10	5
Case Study/ Action Research	10	5
Detailed Record of any two activities organized by the student teacher	10	5
Learning Resource in two teaching subjects	10	5
<b>Total</b>	<b>300</b>	<b>150</b>

## FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS

**COURSE NAME: WORKING WITH COMMUNITY**  
**COURSE CODE: EDU493**

L	T	P	CR
0	0	2	2

**CONTACT HOURS- TWO WEEKS**

**OBJECTIVES OF THE COURSE:** On completion of the course, the student teacher will be able to:

1. Acquaint themselves with the factors working in the society/ community i.e. knowledge of social realities.
2. Develop the dignity of labor among them.
3. Arouse their interest in the social and economic reconstruction of the country.
4. Make themselves aware of the educational problems and needs of society.
5. Enable them to prepare youth for sustainable development.
6. Develop their personality through community service.

### **METHODOLOGY**

- The students will spend 2 weeks at a stretch during the academic year in the identified village. Separate activities will be undertaken every year out of the following or given by the Institute.

### **SUGGESTED ACTIVITIES**

1. Shramdaan and beautification
2. Study of the educational scenario of a community. Reporting the profile of each Institution/NGO/social organization, which is directly or indirectly concerned with educational /literacy programme.
3. Micro planning exercises for assessing the educational status of the community
4. Organization of –Nukad Natak|| –Cultural Programmes||, –Rallies|| etc. for motivating the villagers for sending their wards to schools.
5. School mapping exercises for assessing the educational need of the community.
6. Study of enrolment, stagnation and dropout problems.
7. Exploring the community resources and finding means and ways of using them for the betterment of the school.
8. Adopting a community and implementation of the Lab Area Concept in the adopted community.
9. Survey of the nearby community (adopted community) and assessing its educational needs, social needs etc.
10. Conducting awareness programmes in the community- like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, load safety, human rights, women's rights etc.
11. Organization of Literacy programmes in the community
12. Cleanliness drives in the community and awareness about their needs
13. Character building programmes
14. Developing healthy food habits among the community
15. Conducting Vocational training programmes for self-employment.
16. Promoting peace-oriented values in the community.
17. Remedial teaching work for the poor and needy in the community.

18. Action Research regarding local problems in consultation with the community.
19. Promoting peace-oriented values in the community.
20. Conducting Adult Education programmes
21. Assistance and working with the local community in actual relief work whenever needed.
22. Training of community in First Aid.
23. Helping children with special needs.
24. Conducting Vocational training programmes for self-employment.

#### **MODES OF LEARNER ENGAGEMENT**

- Proposed activities of the programme will be organized keeping in view the budgetary provision and the time of duration along with the required available facilities at the time of organization of the programme.

#### **MODES OF INTERNAL ASSESSMENT**

- Internal assessment of Punctuality, Regularity, Discipline, Cooperation and Performing Arts will be done through observation of the students and viva- voce will be conducted on their experiences and written report prepared by the student teachers.

#### **EVALUATION CRITERIA**

<b>Distribution of Marks for the Working with Community</b>	
<b>Activity</b>	<b>Marks</b>
Punctuality, Regularity, Discipline, Cooperation & Performing Arts	10
Participation in various activities and Report	30
Viva Voce	10
<b>Total Marks</b>	<b>50</b>



**Semester- VIII**

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
1.	Perspectives in Education	Core Course	EDU402	Knowledge and Education	3	1	0	4
2.	Perspectives in Education	Core Course	EDU404	Curriculum Development	3	1	0	4
3.	Perspectives in Education	Core Course	EDU406	Creating an Inclusive School	3	1	0	4
4.	Perspectives in Education	Compulsory	EDU495	Gender, school and society	3	1	0	4
5.	Perspectives in Education	Core Course	EDU408	Health, Yoga and Physical Education	6	0	0	6
5.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU 494	Post Internship Engagement with the Field Task	0	0	1 Week	1
<b>GRAND TOTAL</b>								<b>23</b>

## PERSPECTIVES IN EDUCATION

**COURSE NAME: KNOWLEDGE AND SCHOOL  
MANAGEMENT**  
**COURSE CODE: EDU402**

L	T	P	CR
3	1	0	4

**OBJECTIVES:** The student will be able to understand:

1. About epistemological bases of knowledge
2. Teacher centric and learner-centric knowledge transmission.
3. Recommendations and uses of the NCF 2005 in school
4. To understand the concept and operational components of school management.
5. To enlist the physical resources of the school and the importance of their maintenance.

### **COURSE CONTENT**

#### **UNIT- I KNOWLEDGE AND KNOWING**

- Concept, Meaning and Nature of Knowledge.
- Knowing Process: Different ways of knowing; Knowledge construction, Process of Construction of Knowledge. Relative roles of knower and the known in knowledge transmission and construction

#### **UNIT- II EPISTEMOLOGICAL BASES OF KNOWLEDGE**

- Differentiate between information, knowledge, belief and truth.
- Facets of knowledge: Different facets of knowledge and relationship, such as local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school with an emphasis on understanding special attributes of school knowledge.
- role of culture in knowing

#### **UNIT- III SCHOOL ORGANIZATION AND MANAGEMENT**

- School as an organization: Meaning, Objectives and Principles of school organization,
- Institutional Planning: Meaning, objectives, characteristics, and advantages of institutional planning.
- Norms and conditions of opening a school according to CBSE

#### **UNIT- IV MECHANISM FOR CO-ORDINATED FUNCTIONING IN SCHOOL**

- School Time Table: Importance, Types and Principles of time table construction.
- Co-curricular Activities: Meaning, Importance, Principles of organizing co-curricular activities (Especially Morning Assembly, NSS, NCC, Field trips).
- School Records and Registers: Need and Importance, Types, Characteristics and Maintenance.
- Biometric Attendance System: Concept, Significance and Challenges in Indian context.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Construction of a Time-Table of school.
2. Maintenance of any one school record/ register
3. Report on the best practices followed in the school to maintain quality of education.
4. Cumulative Record Card and Anecdotal records Maxims of curriculum development.

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student- centered approach. Different

interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

**SUGGESTED READINGS: -**

1. Bob Moon and Patricia Murphy (Ed). (1999). The curriculum in Context. London. Paul Chapman Publishing.
2. Chryshochoos, N.E. (1998). Learner Needs and Syllabus Design. M.A. Dissertation. England. School of English. The University of Durham.
3. D.J. Flinders and S.J. Thorton (eds). (1997). My Pedagogic Creed. New York. The Curriculum Studies Reader, Routledge.
4. G.W. Ford and Lawrence Pungo. (1964). The structure of Knowledge and the curriculum. Chicago. Rand McNally & Company.
5. Groundland, N.E. (1981). Measurement and Evaluation in Teaching. New York. Macmillan.
6. Kelley, A.B. (1996). The Curricular Theory and Practice. The US. Harper and Row.
7. Kumar Krishna. (1997). What is Worth Teaching. New Delhi. Orient Longman.
8. Taba, Hilda. (1962). Curriculum Development. Theory and Practice. New York. Har Court, Brace and Wald.
9. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago. University of Chicago Press.
10. Kochhar S.K. (1970). Secondary School. New Delhi. Sterling publishers Administration.
11. The Report of Education Commission. (1964-66). MHRD Govt. of India.
12. HkVukxj] lqjs'k- ¼1996½- 'kSf{k d izcU/k vkSj f'k{kk dh leL;k,sa- esjB- lq;kZ ifCyds'kuA
13. xqIrk ,y- Mh- ¼1990½- mPp 'kSf{k d iz'kklu- gfj;k.kk lkfgR; vdkneh p.Mhx<-A
14. lqf[k;k ,l- ih- ¼1965½- fo|ky; iz'kklu ,oa laxBu- vkxjk- fouksn iqLrd eafnjA
15. of'k"B ds d-s ¼1985½- fo|ky; laxBu ,oa Hkkjrh; f'k{kk dh leL;k,sa] esjB- yk;y cq d fMiksA
16. nso vkpk;Z egsUnz- ¼1998½- fo|ky; izcU/k]jk"Vªok.kh- fnYyh- izdk'kuA
17. 'kekZ vkj,- ¼1995½- fo|ky; laxBu rFkk f'k{kk- esjB- iz'kkulw;kZ ifCyds'kuA
18. O;kI gfj'pUnz- ¼2003½- 'kSf{k d izcU/k vkSj f'k{kk dh leL;k,sa- ubZ fnYyh- vk;Z cq d fMiks] 30 ukbZokykdjkSyckxA
19. Mathur, S.S. (1990): Educational Administration and Management. The Indian Press, Ambala.
20. Mohanty, Jagannath (1998): Educational Administration: Supervision and School Management. Deep and Deep Publications, New Delhi.
22. Sachdeva, M.S. (2001): School Management. Bharat Book Centre, Ludhiana.
23. Safaya, Raghunath and Shaida, B.D. (1979): School Organization. Dhanpat Rai, Delhi.
24. Sarkaria, M.S, Singh, Jaspal & Gera, Manju (2008): Modern school management. Kalyani Publishers, Ludhiana.
25. Sharma, T. S. (2005). School Management and Administration. Patiala: Shaheed- EAzam Printing Press.
26. Sodhi, T.S and Suri, Aruna (2002). Management of School education, Bawa Publications
27. Loomba, K. & Loomba, P. (2015). School Management, Jalandhar: Saanjh Prakashan.

## PERSPECTIVES IN EDUCATION

**COURSE NAME: CURRICULUM DEVELOPMENT**

**COURSE CODE: EDU404**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:** The student will be able to understand:

1. The concepts and approaches of curriculum development.
2. The curriculum reform in the Indian context.
3. The models and process of curriculum development.
4. The strategies of curriculum implementation.
5. The concept, types of curriculum and differentiate between curriculum framework, curriculum and syllabus
6. The principles of curriculum development Examination issues in curriculum development.

### **UNIT- I CONCEPT OF CURRICULUM**

- Meaning and concept of the curriculum; Types of curriculum: Core, Hidden, Null and Latent; foundations of curriculum i.e. Philosophical, Sociological, Psychological, Historical.
- Meaning of Curriculum framework, syllabus, textbook, differentiated curriculum, Contextualized Curriculum.
- Changing paradigms in education: Cognitivism, behaviorism, constructivism, connectivism. Activity-based curriculum., Discovery Approach,

### **UNIT- II BASICS OF CURRICULUM DEVELOPMENT**

- Need, Importance and Process of Curriculum Development.
- Principles and Theories of curriculum development
- Models of curriculum development.
- Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary
- Curriculum reforms in India; National Curriculum Frameworks

### **UNIT- III CURRICULUM DEVELOPMENT**

- Process of Curriculum Development.
- Formulating aims and objectives.
- Criteria for selecting knowledge and representing knowledge in the form of different subjects.
- Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects.
- Selection and organization of learning situations.

### **UNIT- IV CURRICULUM IMPLEMENTATION AND EVALUATION**

- Role of state and national agencies in implementing the curriculum.
- Teachers 'role in generating dynamic curricular experiences through:
  - ✓ Flexible interpretation of curricular aims.
  - ✓ Contextualization of learning.
  - ✓ Varied learning experiences.
  - ✓ Learning resources.
  - ✓ Translating curricular objectives into instructional planning.
- Need and evaluation of effective curriculum construction with reference to existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.
- Role of MHRD, NCERT and the States in curriculum reform.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Organize a cultural activity to depict the multicultural aspect and submit a report.
2. Survey gender issues and submit a report.
3. Policy analysis National Curriculum Frameworks: Preparing a critical overview
4. Role of teaching in Multi-cultural setting
5. Maxims of curriculum development
6. Identification of core, hidden, null and latent curriculum in textbooks.
7. Designing an activity-based curriculum.
8. Analysis of School Curriculum at different stages
9. Discussion on a local specific contextualized curriculum
10. Curriculum and Syllabi and Textbook analysis.
11. Preparation of a transactional blueprint of any content unit in any school subject at the secondary level.
12. Preparation of an appraisal report on the curriculum renewal process during the post NPE (1986) period.

### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

### **SUGGESTED READINGS**

1. Aggrawal, J.C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
2. Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinehart and Winston.
3. Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
4. Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers
5. Darji, D.R., & Lulla, B.P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
6. Erickson, H.L. (2007). *Concept-based curriculum and instruction for the thinking classroom* California; Corwin Press.
7. Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
8. Herbert, J.W. & Geneva, D.H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.
9. Jenkins, D. & Shifman, D.M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
10. Khan, M.I. & Nigam, B.K. (2007). *Curriculum reform change and continuity*. New Delhi: Kanishka Publication.
11. Kumari, S. & Srivastava, D.S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
12. Musgrave, P.W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
13. Nigam, B.K. & Khan, M.I. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kanishka Publishers.
14. Ornstein, A.C. & Hunkins, F. (1988). *Curriculum foundations, Principles and issues*. New Jersey

Prentice Hall.

15. Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat Publications.
16. Rajput, J.S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
17. Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
18. Sharma, R. (2002). *Modern Methods of Curriculum Organisation*. Jaipur: Book Enclave.
19. Sharma, S.R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
20. Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
21. Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
22. Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & WorldInc.
23. Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Print biographers.

## **PERSPECTIVES IN EDUCATION**

**COURSE NAME: CREATING AN INCLUSIVE**

**SCHOOL**

**COURSE CODE: EDU406**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:** To enable the student teacher to understand

1. Different concepts, importance, trends and issues in Special Education
2. Various techniques of inclusive teaching and evaluation in special education.
3. The needs of Exceptional children suffering from visual/ hearing/ speech impairment.
4. The various aspects and educational implications of ADHD, Mental Retardation and Autism spectrum disorder.
5. The concept of Learning disabilities, neurological and locomotor disabilities.

### **COURSE CONTENT**

#### **UNIT- I**

- Special Education: Concept, Importance, Role of a Special Educator, Special Classroom.
- Issues and Changing trends in Special Education.
- Role of a psychologist in dealing with the problems of Exceptional children.

#### **UNIT- II**

- Visual Impairment: Concept, Characteristics, Causes, Categories, Behavioural Indicators and Education of the Visually Impaired.
- Hearing Impairment: Concept, Characteristics, Causes, Categories, Behavioural Indicators and Education of Hearing impaired.
- Speech Impairment: Concept, Characteristics, Causes, Types, Behavioural Indicators and Education of Children with Speech Impairment.

#### **UNIT- III**

- Attention Deficit Hyperactivity Disorder (ADHD): Concept, Educational & Psychological Strategies, Cognitive & Behavioral Therapies to treat ADHD children.
- Mental Retardation: Concept, Characteristics, Causes, Classification, Educational provisions and Therapeutic Interventions.
- Autism Spectrum Disorders: types, Identification and Educational Programmes.

## UNIT-IV

- Learning Disability (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Aphasia): educational provisions.
- Leprosy Cured, Neurological and Locomotor Disabilities: Definition, Causes, Characteristics, Classification, and Educational Programmes.
- The distinction between children with Learning Disabilities, Slow Learners and children with Mental Retardation.

**INDIVIDUALIZED SESSIONAL WORK:** It will include the following activities:

1. Wechsler Intelligence Scale for Children (WISC)
2. Bender Visual-Motor Gestalt Test
3. The Stroop- Effect test
4. Case-Study of anyone exceptional child to know about his/her experiences.
5. Assignment related to Sign Language/ Braille.
6. Teaching Retarded learners Curriculum and Methods for improving Instruction
7. Visit an Institution of Differently abled children and make a report based on observation
8. Educating Children with Learning Problems in Regular Schools.
9. Make a project report on Integrated Education of the Visually Handicapped, Management Perspectives

## TRANSACTIONAL MODALITIES

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

## SUGGESTED READINGS

1. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta: Alberta.
2. Byrne, M. and Shervanian, C. (1977) Introduction to Communicative Disorders. New York:
3. Carson, C. R. (2007) Abnormal Psychology, Pearson Publisher Pvt. Ltd.
4. Davis, J.E. (1977) Our forgotten Children: Hard of hearing pupils in the schools. Minneapolis: Audio-Visual Library service. The University of Minnesota.
5. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past, Present and Future. New York: The Falmer Press.
6. Harely, R.K. and Lawrence, G.A. (1977). Visual Impairment in the Schools. Springfield, III. U.S.A: Thomas Publishing.
7. Jangira, N.K. and Mani, M.N.G. (1991) Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon: Academic Press.
8. Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for Improving Instruction. Boston: Allyn and Bacon.
9. Mani, M.N.G. (1992) Techniques of teaching blind children. New Delhi: Sterling Publishers.
10. Muricken, S.J. & Kareparampil, G. (1995) Persons with Disabilities in Society. Kerala: Federation of the Blind.
11. Myreddi, V. and Narayan, J. (1998) Functional Academics for students with Mental Retardation-A

- guide for teachers. Secunderabad: NIMH
12. Narayan, J. and Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded people's pre-primary level. Secunderabad: NIMH.
  13. Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIMH.
  14. Overton, T. (1992) Assessment in Special Education- An Applied Approach. New York: McMillan.
  15. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas Publications.
  16. Peshwaria, R. and Venkatesan, S. (1992) Behavioural Assessment scales for Indian children with Mental Retardation: A manual for Teachers. Secunderabad: NIMH.
  17. SubbaRao, T.A. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons. Secunderabad: NIMH.
  18. Taylor, R.L. (1993) Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn and Bacon.
  19. Van Riper, C.A. and Emerick, L. (1990). Speech Correction-An introduction to speech Pathology and Audiology. (8th Ed), New Delhi: Prentice-Hall.

## PERSPECTIVES IN EDUCATION

**COURSE NAME: Gender, School and Society**  
**COURSE CODE: EDU495**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CR</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:** The student will be able to understand:

1. The concepts and approaches of curriculum development.
2. The curriculum reform in the Indian context.
3. The models and process of curriculum development.
4. The strategies of curriculum implementation.
5. The concept, types of curriculum and differentiate between curriculum framework, curriculum and syllabus
6. The principles of curriculum development Examination issues in curriculum development.

### Unit – I

#### Gender Studies: Concept and Theories

- Meaning of gender equality, need & importance
- Theories on Gender and Education.
  - (i) Symbolic Interaction Theory
  - (ii) Gender Schema Theory
  - (iii) Cognitive Development Theory
  - (iv) Conflict Theory

### Unit-II

#### Gender Issues

- Concept of gender Patriarch, Masculinity and Feminism, Issue of muscularity and familiarity



- Equity and equality: Psychological and sociological perspective
- Emergence of gender specific roles, cross cultural perspective

### **Unit-III**

#### **Gender Inequalities and strategies for change**

- Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction
- Strategies for change: policy and management in the school

### **Unit-IV**

#### **Gender and Sexuality**

- Understanding sexuality (sexual orientation and sexual identity- third gender) and the relationship between power and sexuality.
- Violence against women- empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women.
- Legal (sexual and reproductive) rights of women.

#### **INDIVIDUALIZED SESSIONAL WORK:**

- Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.

#### **TRANSACTIONAL MODALITIES**

Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations. Teaching and learning of the course will be through a student-centered approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

#### **SUGGESTED READINGS**

- 1) Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary
- 2) Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- 3) Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- 4) Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- 5) Geetha, V. (2007). Gender. Stree: Calcutta.
- 6) Gender Analysis of State Policies: A case study of Chhattisgarh- Dr. Sen Ilina.
- 7) Ghai, Anita (2008). Gender and Inclusive education at all levels. In Ved Prakash &K.Biswal
- 8) Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- 9) Learning, Livelihoods, and SocialMobility: Valuing Girls' Education in Central India. Peggy Froerer, BrunnelUniversity, Anthropolgy and Education.

10) Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME

11) National University of Educational Planning and Administration: New Delhi. Jeffery, P. and R. Jefferey (1994). Killing My Heart's Desire: Education and Female

12) Ruhela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors

13) School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

14) Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

**FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS**

**COURSE NAME: POST INTERNSHIP ENGAGEMENT WITH THE FILED TASK AND ASSIGNMENT FOR, EPC2, EPC4, PE6 & PE7 SUBMISSION OF MENTORSHIP REPORT**  
**COURSE CODE: EDU494**

<b>L</b>	<b>I</b>	<b>P</b>	<b>CR</b>
<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

- Post Internship is organized for a day mainly for reflection and review of the internship programme as a whole, to facilitate the understanding of the effectiveness of various activities undertaken during the internship. The tasks include the following:
- Seeking reactions from students, teachers, Heads and teachers of cooperating schools and supervisors of the Institute.
- Exhibition of the Teaching-Learning Material used by the student teachers during the internship.
- Any other activity decided by the Institute.
- Inviting suggestions for improving the programme.