



DAV UNIVERSITY, JALANDHAR

FACULTY OF EDUCATION

SYLLABI

FOR

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) (6 credits each)	Generic Elective (GE) (6 credits each) Choose any one	Perspectives in Education (PE) (6 credits each)	Curriculum & Pedagogic studies (CPS) (4 credits each)	Field Engagement/Internship/ Developing Critical Skills (FEI/DCS)
I	1.English/MIL (1) 2.History/Sociology/Mathematics 3.Political Science / Geography / Economic /Psychology	1. English/MIL (Communicative) (3cr) 2.Environmental Studies(2cr)				1.Perspectives in Education		Teacher Assistance (1 credit)
II	1.English/MIL (2) 2. History / Sociology/Mathematics 3. Political Science / Geography / Economic /Psychology	1.English/MIL (Communicative) (3cr) 2.Environmental Science (2cr)				2. Early childhood, Childhood and Growing up		Interacting child's parents (1 credit)
III	1.English/MIL (3) 2. History / Sociology/Mathematics 3. Political Science / Geography / Economic /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 the different schools 1.Model schools 2.Urban Schools 3.Rural Schools Both Private & Govt. (1 credit)
IV	1.English/MIL (4) 2.History / Sociology/Mathematics 3. Political Science / Geography / Economic /Psychology		2.(i)Drama& Art in Education (2credits) (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)
V			3. Understanding ICT and its use in teaching & learning (4 Credits)	1. History / Sociology/Mathematics 2. Political Science / Geography / Economic/ Psychology	(i) History & Culture of Punjab or History & culture of India		2.Pedagogy of Social Science- I 3.Pedagogy of Language- I (English/Hindi/ Punjabi)	Observing PTM and Participating in PTM (1 credit)

					(ii)Any MOOC course		Or Pedagogy of Mathematics- I	
VI			4. Understanding self and personality Development (4 Credits)	1. History / Sociology/Mathematics 2. Political Science / Geography / Economic/ Psychology	(i)Yoga Meditation (ii) Computer Education (iii)History & Culture of Punjab (iv)Any MOOC course		3.Pedagogy of Social Science- II 4.Pedagogy of Language- II (English/Hindi/ Punjabi) or Pedagogy of Mathematics- II	Pre- internship (4 credits)
VII								Internship (14 credits) and working with community (2 credits)
VIII						5. Knowledge and Education 6. Curriculum Development 7. Creating an inclusive school, 8. Health, Yoga & Physical Education		Post internship engagement with the filed task and assignment for, EPC2, EPC4, PE6 & PE7 Submission of Mentorship report. (1 credit)



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**Semester- I
(Session 2018–2019)**

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	6	0	0	6
II.	Core Course	Elective	EDU105/ EDU106/ EDU107	English/ Hindi/ Punjabi	6	0	0	6
III.	Core Course	Elective	EDU113/ EDU114/ EDU115	History/ Sociology/ Mathematics	6	0	0	6
IV.	Core Course	Elective	EDU111/ EDU117/ EDU118/ EDU119	Economics/ Political Science / Geography/ Psychology	6/5	0	0	6/5
V.	Core Course	Elective	EDU120	Psychology Practical	0	0	2	1
VI.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU131B	Teacher Assistance	0	0	1 Week	1
VII.	Ability Enhancement Compulsory Course	Compulsory (One of three)	ENG151B/ EDU151C/ EDU151D	Basic Communication Skills- English/ Punjabi/ Hindi	3	0	0	3
VIII.	Ability Enhancement Compulsory Course	Compulsory	EDU152	Environmental Studies	2	0	0	2
GRAND TOTAL								30

PERSPECTIVES IN EDUCATION

COURSE NAME: PERSPECTIVES IN EDUCATION

COURSE CODE: EDU101

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable to student teachers to:

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

COURSE CONTENT

UNIT- I

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

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 education philosophy of any one 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-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. 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 (2nd 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 the ordinary schools. New York: Harper & Row Publishers.
17. Cohen, A., & Cohen, C. (1986). Exceptional Children. New York: Harper & Row Publishers.
18. Danion, W. (1983). Social and Personality Development: Infancy through Adolescence. New York: Norton.
19. Gupta, V. K. (2003). Psychology of learning and development. New Delhi: Vinod Publications.
20. Hilgard, E. R. (1958). Introduction to Psychology. New York: Harcourt.
21. Kulshreshtha, S. P. (1997). Educational Psychology. Meerut: R Lall Book Depot.
22. Mangal, S. K. (1992). Educational Psychology. Ludhiana: Parkash Brother Publications.
23. Mathur, S. S. (1986). Educational Psychology. Agra: Vinod Pustak Mandir.
24. Miffin, B. R. (1978). Psychology Applied to Teaching. Haughton: Bosson.
25. Sharma, R. A. (2002). Fundamentals of Educational Psychology. Meerut: R Lall Book Depot.
26. Suri, S. P., & Sodhi, T. S. (2006). Psychological Foundations of Education. Patiala: Bawa Publications.
27. Thomas, G., & Brudhy, J. E. (1977). Educational Psychology. Jalandhar: Paul Publishers.
28. Walia, J. S. (2008). Foundations of Educational Psychology. Jalandhar: Paul Publishers.
29. Westhood, P. (1987). Common sense methods for children with special needs. London: Crown Helm Publishers.
30. Woolfolk, A. (2003). Educational Psychology. New Delhi: Dorling Kinderslay Pvt. Ltd.
31. Hurlock (2001). Child Development. Tata McGraw- Hill Education.
32. Morgan (2001). Introduction to Psychology. Tata McGraw- Hill Education.

CORE COURSE

COURSE NAME: ENGLISH

COURSE CODE: EDU105

L	T	P	CR
6	0	0	6

OBJECTIVES: The student teachers will be able to:

- Acquaint with certain specimens of English literature
- Develop their analytical and imaginative powers through reading poems, stories and drama
- 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 – Night and Death (Joseph Blanco White)
- Poem No. 6 – Ozymandias (P.B. Shelley)
- Poem No. 7 – On First Looking into Chapman’s Homer (John Keats)
- Poem No. 8 – La Belle Dame sans Merci (John Keats)
- Poem No. 9 – Ulysses (Lord Tennyson)
- Poem No. 10 – King Arthur’s Farewell (Lord Tennyson)
- Poem No. 11 – 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)
- Story No 5 – The Ransom of Red Chief (O. Henry)
- Story No 6 – Dr. Heidegger’s Experiment (Nathaniel Hawthorne)
- 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)
- Drama 3 – The Bishop’s Candlesticks (Norman Mckinnel)
- 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 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-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.

CORE COURSE

COURSE NAME: HINDI
COURSE CODE: EDU106

L	T	P	CR
6	0	0	6

OBJECTIVES: अध्यापन प्रक्रिया के समापन के उपरांत विद्यार्थी:

- दिए गए कविताओं की पाठ्यवस्तु के संदर्भ में व्याख्या करेंगे ।
- पाठ्यक्रम में दी गई कहानीयों के संदर्भ व्याख्या प्रश्न करेंगे ।
- आदिकाल के साहित्य का नामकरण, काल सीमा, परिस्थितियों व प्रवृत्तियों का वर्णन करेंगे ।
- राज रासो तथा बीसल देव रासो का परिचय लिखेंगे ।
- सन्तकाव्य प्रमाषयानक काव्य, रामकाव्य व कृष्ण काव्य में विभेद व विशेषताएं लिखेंगे ।
- कबीर, जायसी, तुलसी और सूरदास के जीवन चरित्र व काव्य पदके बारे में लिखेंगे ।

COURSE CONTENT

UNIT-I

कविता लोक

- सं. डा. शिवकुमार शर्मा, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित ।
- इन सात कवियों की रचनाएं पाठ्यक्रम में निर्धारित की गई हैं :-
- कबीर, रैदास, गुरुनानक देव, सूरदास, मीराबाई, तुलसीदास और गिरिधर कविराय ।
- इस खण्ड में कवि परिचय, कविता सार तथा उद्देश्य सम्बन्धी प्रश्न पूछे जाएँगे ।

UNIT-II

सजीव कहानियाँ

- सं. डा. लक्ष्मीचन्द्र खुराना, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित ।
- निम्नलिखित सात कहानियाँ पाठ्यक्रम में हैं:
- शतरंज के खिलाड़ी, ममता, अशिक्षित का हृदय, मौत के मुंह में, न्याय मंत्री, गुलाब,सम्भ-असम्भ ।
- इस खण्ड में कथावस्तु, चरित्र-चित्रण एवं उद्देश्य से सम्बन्धित कुल दो प्रश्न पूछे जाएँगे ।

UNIT-III

हिन्दी साहित्य का इतिहास

- आदिकाल का नामकरण, काल सीमा, परिस्थितियाँ, प्रवृत्तियाँ और पृथ्वी राज रासो तथा बीसल देव रासो का परिचय ।

UNIT- IV

- भक्तिकाल की परिस्थितियां, सन्तकाव्य, प्रेमाख्यानक काव्य, रामकाव्य और कृष्ण काव्य की विशेषताएं, कबीर, जायसी, तुलसी और सूरदास।

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. हिन्दी की किसी एक पुस्तक की समीक्षा।
2. किसी महान हिन्दी कवि की जीवनी तथा आत्मकथा लिखें।

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. सं. डा. लक्ष्मीचन्द्र खुराना ; 2007ई, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित।
2. मनोहर लाल आनन्द ;2006ई तरंगिणी, पंजाब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़।
3. सं. डा. संसार चन्द्र ;2006ई आदर्श एकांकी संग्रह, पंजाब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़ द्वारा प्रकाशित।
4. दिक्षित भागीरथ ;2003ई, समीक्षालोक, इन्द्रप्रस्थ प्रकाशन, दिल्ली।
5. जैन निर्मला ;2006ई, नई समीक्षा के प्रतिमान, नेशनल पब्लिशिंग हाउस, दिल्ली।
6. चतुर्वेदी राजेश्वर प्रसार ;2008ई हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
7. साहनी एस. बी. शर्मा आर. पी. ;2007ई सर्वोत्तम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा।
8. वृन्दावन लाल वर्मा ;1995ई झांसी की रानी मयूर प्रकाशन, झांसी
9. नगेन्द्र हरदयाल ;2009ई हिन्दी साहित्य का इतिहास, मयूर पेपरबैक्स, नोयडा।
10. राजाराम कल्पना ;2009ई निबंध बोध, स्पेक्ट्रम बुक्स प्रा. लि., दिल्ली।

CORE COURSE

COURSE NAME: PUNJABI

COURSE CODE: EDU107

L	T	P	CR
6	0	0	6

OBJECTIVES:

- ਇਸ ਪੇਪਰ ਦਾ ਮੰਤਵ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਨੂੰ ਹੋਰ ਵਿਸਥਾਰ ਦੇਣਾ ਹੈ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਦਿਲਚਸਪੀ ਪੈਦਾ ਕਰਨਾ ਹੈ।
- ਸਾਹਿਤ ਦੇ ਰੂਪਾਂ ਬਾਰੇ ਡੂੰਘੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।
- ਇਕਾਗਰੀ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਡੂੰਘੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।

ਪਾਠਕ੍ਰਮ

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਅਧਿਐਨ
2. ਪੰਜਾਬੀ ਇਕਾਂਗੀ
3. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ
4. ਸਾਹਿਤ ਦੇ ਰੂਪ

COURSE CONTENT

1. ਨਕਸ਼ਨੁਹਾਰ (ਸੰਪਾ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ (1901 ਈ. ਤੋਂ 2000 ਈ. ਤੱਕ), ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
(ਨਿਰਧਾਰਤ ਕਵੀ: ਭਾਈ ਵੀਰ ਸਿੰਘ, ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ, ਧਨੀ ਰਾਮ ਚਾੜ੍ਹਕ, ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ, ਅੰਮ੍ਰਿਤਾਪ੍ਰੀਤਮ, ਬਾਵਾ ਬਲਵੰਤ, ਸ਼ਿਵਕੁਮਾਰ ਬਟਾਲਵੀ, ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, ਡਾ. ਜਗਤਾਰ)
2. ਛੇ ਦਰਸ਼ਨ, (ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ), ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ। (ਨਿਸ਼ਾਤ ਬਾਗਵਿੱਚ ਇਕਾਂਗੀ ਨੂੰ ਛੱਡ ਕੇ)

UNIT - I

1. 'ਨਕਸ਼ ਨੁਹਾਰ' (ਸੰਪਾ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ) ਪੁਸਤਕ ਵਿੱਚੋਂ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)
2. 'ਛੇ ਦਰਸ਼ਨ' (ਸੰਪਾ. ਪ੍ਰੋ. ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ) ਇਕਾਂਗੀ ਦੇ ਵਾਰਤਾਲਾਪੀ ਅੰਸ਼ ਦੀ ਪ੍ਰੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)

UNIT - II

1. ਕਾਵਿ- ਸੰਗ੍ਰਹਿ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ ਸਪਸ਼ਟ ਕਰੋ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)
2. ਇਕਾਂਗੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚੋਂ ਪ੍ਰਸ਼ਨ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ) (ਸਾਹਿਤਕ ਪਰਖ, ਵਿਸ਼ਾ, ਪਲਾਟ ਤੇ ਪਾਤਰ ਚਿਤਰਨ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨਪੱਛੇ ਜਾਣ)

UNIT - III

(ਪਹਿਲੀਆਂ ਇਕਾਂਗੀਆਂ) ਦੇ ਆਧਾਰ ਤੇ।

- i. ਇਕਾਂਗੀ ਦਾ ਸਾਰ
- ii. ਪਾਤਰ
- iii. ਸਾਹਿਤਕ ਪਰਖ

UNIT - IV

ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ

1. ਨਿਰਧਾਰਿਤ ਕਵੀਆਂ ਉੱਤੇ ਨੋਟ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ) (ਭਾਈ ਵੀਰ ਸਿੰਘ, ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ, ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ, ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ) (ਜੀਵਨ, ਰਚਨਾ, ਯੋਗਦਾਨ)
2. ਸਾਹਿਤ ਦੇ ਰੂਪ: ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ, ਕਵਿਤਾ, ਗੀਤ, ਗਜ਼ਲ, ਇਕਾਂਗੀ, ਨਾਵਲ, ਕਹਾਣੀ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ ਦਾ ਪੰਜਾਬੀ ਸਾਹਿਤ ਅਤੇ ਅਲੋਚਨਾ ਵਿੱਚ ਯੋਗਦਾਨ
2. ਛੇ ਦਰਸ਼ਨ ਇਕਾਂਗੀ ਪੁਸਤਕ ਦੇ ਆਧਾਰ ਤੇ ਕਿਸੇ ਇੱਕ ਇਕਾਂਗੀਕਾਰ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਲਿਖਣਾ

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. ਛੇ ਦਰੂਨ, (ਸੰਪਾ.) ਪ੍ਰਿੰ. ਸੰਤ ਸਿੰਘ ਸੇਖੋ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ 1700 ਈ. ਤੱਕ(2003), ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
3. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ 1700 ਈ. ਤਕ(1972), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
4. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਪਰਮਿੰਦਰ ਸਿੰਘ ਤੇ ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ(1968), ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪਲੁਧਿਆਣਾ
5. ਸ਼ਬਦ ਸਵੇਰਾ (ਸੰਪਾ. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ)(2007) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ
6. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ – ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ (1972), ਭਾਸ਼ਾ ਵਿਭਾਗ ਪੰਜਾਬ, ਪਟਿਆਲਾ
7. ਮਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿਵੇਕ:- ਡਾ. ਅਮਰਜੀਤ ਸਿੰਘ ਕਾਂਗ, ਡਾ. ਜਸਪਾਲ ਕੌਰ ਕਾਂਗ, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ

CORE COURSE (ECONOMICS)

COURSE NAME: MICRO- ECONOMICS

COURSE CODE: EDU111

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Develop the understanding of the students regarding the basic concepts of micro economics
- Take decisions at the individual economic agent level- consumer and producer
- Apply micro economic theories in their life.
- Use different methods of calculations.
- 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.
- Methodology of Positive Economics: Alternative approaches to the construction and appraisal of theories in social sciences like Economics.
- Equilibrium: Partial and General; Existence and Uniqueness; Stability: Static and Dynamic.

UNIT-II

- 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 in difference 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-costlines, optimum input combination, Expansion Path, returns to a factor and returns to scale and their compatibility. Marginal rate of technical substitution, Principle of marginal rate of technical substitution, Law of variable proportion.
- Theory of Cost: concept of economic cost; Short run and long run cost curves

UNIT-IV

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

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Market survey of consumer surplus or market survey of 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-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. Bernheim, B. D., M. Whinston and A. Sen. *Microeconomics*. Tata McGraw-Hill Education.
2. Koutsoyiannis, A. *Modern Microeconomics*. Palgrave Macmilian, Second Edition, 2003
3. Lipsey, G. and K. A. Chrysal. *Economics*. OxfordUniversityPress. 2004.
4. Mankiw, N. Gregory. *Principles of Economics*. Worth Publishers. 2007. Seventh Edition.
5. Salvatore, D. *Microeconomics: Theory and Applications*. OxfordUniversityPress. 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
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Recognize facts, events, concepts, years.
- Show information on maps, charts, diagrams.
- Describe the history of Harappa Culture to the teaching of Buddhism and Jainism.
- Describe the history and Culture of Punjab related to the ancient period.
- Draw historical maps, charts, diagrams.
- Prepare models and tools.
- Visit places of historical interests, 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 of 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 HarshaVardhan; Administration; literary and
- Religious activities of Harshavardhana.

- The Rajputs: Origin of Rajputs; Polity, Society, and Culture under the Rajputs.
- **Maps:**
 - a. Important Historical Places: Taxila, Indraprastha, Kurukshetra, Kannauj,
 - b. Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, and Kanchi.
 - c. Extent of the Mauryan Empire under Ashoka.
 - d. Gupta Empire under Samudragupta.
 - e. 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 to 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-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. 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 Overy
 - 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
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Describe fundamentals of sociology to the beginners of the subject.
- Describe about sociology as a discipline.
- Discuss 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 origin of society- organic and Social- contract, 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 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 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- 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. 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
COURSE CODE: EDU115

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Describe the concept of mappings, equivalence relations and partition.
- Perform elementary operations on matrices; inverse of matrix.
- Explain independence of row and column vectors, row rank, column rank and rank of matrix.
- Apply matrices to a system of homogenous and non-homogeneous equations.
- Describe Cayley Hamilton theorem and its use in finding inverse of a matrix.
- Describe and compute relations between the roots and co-efficients of general polynomial equation in one variable and transform equations.
- Discuss and apply Descart's rule of signs.
- Use cardon method to derive solutions of cubic equations and biquadratic equations.
- Understand and apply Gregouy's series, summation of series.

COURSE CONTENT

UNIT- I

- Matrix- Definition and Types. Symmetric, Skew-symmetric, Hermitian and skew-Hermitian matrices. Inverse of a matrix. Elementary operations on matrices. 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. 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 consistency of a system of linear equations. Unitary and Orthogonal Matrices, Bilinear and Quadratic forms.

UNIT- III

- Relations between the roots and coefficients of 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 (Cardano's method). Biquadratic equations and their solutions.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Teacher may familiarize the students with examples of Course content
2. Teacher will give extensive practice in the 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

OBJECTIVES: The student teachers will be able to:

- Differentiate the concept of political science and politics.
- Describe and discriminate the various ancient, traditional and modern political theories.
- Describe relationship between political science and other social sciences and education.
- Explain the concept of state and its importance.
- Discuss the relationship of state with other institutions i.e. the government, society, association and the nation.
- Describe and discriminate the theories of the origin of state like evolutionary and social Contract.
- Explain and discriminate the liberal, Marxian and Gandhian viewpoint about the origin of state.

L	T	P	CR
6	0	0	6

- Highlight and differentiate characteristic features of theories of sovereignty.

COURSE CONTENT

UNIT- I

- Political theory: ancient, traditional and modern
- 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 scrap book on the functions of state.
2. Role of Social Media in relation to 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-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. 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
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Describe the basic concepts and theories in physical geography.
- Describe various movements, land forms resulting from forces of compression and tension.
- Explain origin, characteristics and various classifications of rocks.
- Explain concept of geomorphology and applied geomorphology and discuss their applications to environmental hazards management.

COURSE CONTENT

UNIT- I

- Geography: definition, place of physical geography within the discipline of geography, divisions of physical geography-geomorphology, climatology, oceanography
- Theories of the origin of the earth: Laplace, James, jeans and Jeffrey's, and Otto Schmidt
- Interior of the earth: constitution, theories on constitution -continental drift (with special reference to Wegener's theory and plate tectonics)

UNIT- II

- Movements of the earth: Orogenic- Epeirogenic movements, landforms resulting from
- forces of compression and tension; mountain building theories (geosynclines, hinterland and foreland, median mass, convection current), earthquakes and volcanoes (causes, 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 land forms that occur in India.
2. Seminar on 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-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. 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 Eastern Ltd.

**CORE COURSE
(PSYCHOLOGY)**

COURSE NAME: BASIC PSYCHOLOGICAL PROCESSES- I

COURSE CODE: EDU119

OBJECTIVES: To enable the student teachers to:

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

L	T	P	CR
5	0	0	5

COURSE CONTENT

UNIT- I

- **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- 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 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 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-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. 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 practical 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:

- Enhance their vocabulary and comprehension skills through the prescribed texts.
- Enhance reading and writing skills.
- Develop their skills in written communication through language use.
- Communicate effectively and appropriately in real life situations.
- Use English effectively for study purpose across the curriculum.
- Develop skills in appreciating, analysing, discussing texts dealing with socially relevant themes.
- Develop and integrate the use of four language skills i.e. reading, listening, speaking and writing.
- Develop a wide vocabulary and be able to summarize ideas.
- To read and analyze texts and display competence in written communication.
- Show a considerable understanding of English Grammar.
- 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 bank, at 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 socio- cultural context. The contextual teaching of communication will make students to 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 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 technical skills in writing
- d. **Testing:** The examinations will be conducted as per norms of the university.

SUGGESTED READINGS

a. Books

1. Padhey, 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.

b. Websites

1. 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

L	T	P	CR
3	0	0	3

OBJECTIVES:

- ਇਸ ਪੇਪਰ ਦਾ ਮੰਤਵ ਕਹਾਣੀ ਤੇ ਕਵਿਤਾ ਦੀਆਂ ਪੁਸਤਕਾਂ ਦਾ ਨਿਕਟ ਅਧਿਐਨ ਕਰਨਾ ਹੈ।
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਲੇਖਕ ਦੇ ਜੀਵਨ ਤੇ ਭਾਂਤ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਲੇਖਕਾਂ ਦੀ ਭੂਮਿਕਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।
- ਰਚਨਾਵਾਂ ਵਿੱਚੋਂ ਵਿਚਾਰਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸੂਝ ਪੈਦਾ ਕਰਨਾ ਹੈ।
- ਸਾਹਿਤ ਰੂਪਾਂ ਅਤੇ ਅਲੰਕਾਰਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।

ਪਾਠਕ੍ਰਮ

1. ਆਧੁਨਿਕ ਕਾਵਿ— ਸੰਗਮ, ਸੰਪਾ –ਡਾ. ਸੁਤਿੰਦਰਸਿੰਘ ਨੂਰ, ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
2. ਕਥਾ ਕਹਾਣੀ, ਸੰਪਾ. ਡਾ. ਪਨਵੰਤ ਕੌਰ, ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
3. ਕਵੀ ਦਾ ਜੀਵਨ, ਰਚਨਾ ਅਤੇ ਯੋਗਦਾਨ
4. ਲਘੂ ਪ੍ਰਨ
5. ਵਾਕਕਰਣ

COURSE CONTENT

UNIT- I

- ਆਧੁਨਿਕ ਕਾਵਿ— ਸੰਗਮ ਪੁਸਤਕ ਵਿੱਚੋਂ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)
- ਕਵਿਤਾ ਦਾ ਕੇਦਰੀ ਭਾਵ ਦੱਸ ਕੇ ਸਾਰ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)

UNIT- II

- ਕਥਾ –ਕਹਾਣੀ (ਪਹਿਲੀਆਂ ਛੇ ਕਹਾਣੀਆਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ) ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਕਹਾਣੀ ਦਾ ਸਾਰ (ਤਿੰਨ ਵਿੱਚੋਂ ਇੱਕ)
- ਨਿਰਧਾਰਤ ਕਵੀਆਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਦਾ ਜੀਵਨ, ਰਚਨਾ ਅਤੇ ਸਾਹਿਤਕ ਯੋਗਦਾਨ (ਪੂਰਨ ਸਿੰਘ, ਮੋਹਨ ਸਿੰਘ, ਸੁਰਜੀਤ)
- ਪਾਤਰ, ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਸ਼ਿਵਕੁਮਾਰ ਬਟਾਲਵੀ (ਤਿੰਨ ਵਿੱਚੋਂ ਇੱਕ)

UNIT- III

- ਆਧੁਨਿਕ ਕਾਵਿ ਸੰਗਮ ਅਤੇ ਕਥਾ ਬੋਧ (ਪਹਿਲੀਆਂ ਛੇ ਕਹਾਣੀਆਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ) ਉਪਰ ਆਧਾਰਿਤ ਲਘੂ ਪ੍ਰਨ

UNIT- IV

- ਲੇਖ (500 ਸ਼ਬਦਾਂ ਵਿੱਚ) ਚਲੰਤ ਮਾਮਲਿਆਂ, ਸਮਾਜਿਕ ਮਸਲਿਆਂ, ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਨਾਲ ਸੰਬੰਧਿਤ (ਚਾਰ ਵਿੱਚੋਂ ਇੱਕ)
- ਵਿਰਾਮ ਚਿੰਨ੍ਹ
- ਸੁਧ- ਅਸੁਧ ਅਤੇ ਅਗੋਤਰ— ਪਿਛੇਤਰ

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. ਕਵੀਆਂ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਅਲੱਗ- ਅਲੱਗ ਕਾਵਿ ਸੰਗ੍ਰਹਿਆਂ ਵਿੱਚੋਂ ਲਈਆਂ ਜਾਣਗੀਆਂ।
2. ਕਥਾ ਬੋਧ- ਸੰਪਾਦਕ ਸਰੂਪ ਅਣਖੀ (2006), ਪਬਲੀਕੇਨ ਬਿਊਰੋ ਚੰਡੀਗੜ੍ਹ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ ਡਾ. ਹਰਦੇਵ ਸਿੰਘ ਗਿੱਲ(2006) ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
4. ਪੰਜਾਬੀ ਅਧਿਐਨ ਤੇ ਅਧਿਆਪਨ ਦੇ ਮੁਢਲੇ ਸੰਕਲਪ ਡਾ. ਜੀਤ ਸਿੰਘ ਜ਼ੀ (1999), ਵਾਰਸਜ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ ਅੰਮ੍ਰਿਤਸਰ।
5. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ - ਪਰਮਿੰਦਰਸਿੰਘ, ਕਿਰਪਾਲਸਿੰਘ ਕਸੇਲ(1968), ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ ਲੁਧਿਆਣਾ।
6. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਰੂਪਰੇਖਾ (1850 ਤੋਂ 1970) - ਜੋਗਿੰਦਰਸਿੰਘ(2002) ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
7. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ - (ਆਧੁਨਿਕ ਕਾਲ 1901 ਤੋਂ 1995 ਤੱਕ)- ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਡਾ. ਮਾਨ ਸਿੰਘ ਢੀਡਸਾ(1997), ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
8. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ -ਪਰਿਵਰਤਨ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ- ਡਾ. ਭੂਪਿੰਦਰ ਕੌਰ (2004), ਤਰਲੋਚਨ ਪਬਲਿਸ਼ਰਜ਼, ਚੰਡੀਗੜ੍ਹ।
9. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਆਧਾਰ ਡਾ. ਕਰਮਜੀਤ ਸਿੰਘ(1983), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ।
10. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਸੁਹਜ ਸੂਤਰ- ਡਾ. ਯੋਗਰਾਜ(1998), ਭਾਰਤੀ- ਗਰੁਪ ਆਫ ਪਬਲੀਕੇਨ, ਚੰਡੀਗੜ੍ਹ।
11. ਪੰਜਾਬੀ ਵਿਆਕਰਣ- ਬੂਟਾ ਸਿੰਘ ਬਗੜ, ਵਾਰਸਜ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
12. ਭ੍ਰਗਤੀਵਾਦ -ਡਾ. ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਵਰ (2008), ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

ABILITY ENHANCEMENT COMPULSORY COURSE (BASIC COMMUNICATION SKILLS)

COURSE NAME: HINDI
COURSE CODE: EDU151D

L	T	P	CR
3	0	0	3

OBJECTIVES:

- निर्धारित ग्रंथों के माध्यम से छात्रों की शब्दावली और समझ कौशल को बढ़ाना।
- छात्रों के पढ़ने और लेखन कौशल को बढ़ाना।
- शिक्षार्थियों को वास्तविक जीवन में बैठकों में प्रभावी ढंग से और उचित तरीके से संवाद करने में सक्षम बनाना।
- पाठ्यक्रम में अध्ययन के उद्देश्य के लिए हिंदी का प्रभावी ढंग से उपयोग करना।
- हिंदी के सामाजिक- सांस्कृतिक पहलू के बारे में छात्रों को जागरूक करना।
- भाषा के माध्यम से अपने सम्प्रेषण कौशल का विकास कर सकेंगे।
- चार भाषा कौशल के उपयोग को विकसित और एकीकृत करना यानी पढ़ना, सुनना, बोलना और लिखना।

COURSE CONTENT

UNIT- I

1. हिंदी साहित्य का इतिहास (केवल आदिकाल)। आदिकाल का नामकरण, परिस्थितियाँ, प्रवृत्तियाँ, चंद्रवरदाई और उनके पृथ्वीराज रासो की प्रमाणिकता/अप्रमाणिकता।

UNIT- II

1. स्वर और वयंजन
2. व्याकरण : संज्ञा, सर्वनाम, क्रिया, विशेषण, क्रिया-विशेषण
3. वाक्य संरचना

UNIT- III

- दीपिका (आधुनिक हिन्दी काव्य) : सम्पा. डॉ. हेमराज निर्मम, पंजाबी विश्वविद्यालय प्रकाशन। निर्धारित उपरोक्त पुस्तक में से निम्नलिखित छः कवियों की निर्धारित कविताएं

- | | | |
|--------------------------------|---|----------------------------------|
| 1. जयशंकर प्रसाद | : | आंसू, प्रेम पथिक |
| 2. सूर्यकांत त्रिपाठी 'निराला' | : | जूही की कली, भिक्षुक, विधवा |
| 3. सुमित्रानंदन पंत | : | ताज, भारत माता |
| 4. अज्ञेय | : | मेरा चेहरा उदास, सवेरे उठा तो |
| 5. सर्वेश्वरदयाल सक्सेना | : | विगत प्यार, पोस्टर और आदमी |
| 6. केदारनाथ सिंह | : | फागुन का गीत, शारद प्राथ, बादल ओ |

दीपिका :- आलोचनात्मक प्रश्न (कवि/लेखक-परिचय/रचना का सार/रचना समीक्षा, उद्देश्य, चरित्र-चित्रण आदि)

UNIT- IV

- थके पाँव (उपन्यास): भगवतीचरण वर्मा, राजपाल एण्ड सन्ज, दिल्ली ।
- थके पाँव: आलोचनात्मक प्रश्न (कवि/लेखक-परिचय/रचना का सार/रचना समीक्षा, उद्देश्य, चरित्र-चित्रण आदि)

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
(ENVIRONMENTAL STUDIES)**

COURSE NAME: ENVIRONMENTAL STUDIES

COURSE CODE: EDU152

L	T	P	CR
2	0	0	2

OBJECTIVES: To enable the student teachers to:

- Understand the meaning, scope and importance of environment education.
- Study the aspects of environmental problems.
- Recognize the potential impacts of global ecosystem and its inhabitants, solutions for these problems as well as environmental ethics which they should adopt to attain sustainable development.
- Comprehend structure and function of ecosystem.
- Understand the levels of biological diversity, genetic, species and ecosystem diversity.
- Know the causes of Environmental Pollution.
- Understand different Environmental Policies and Practices.
- Study the role of human Communities towards 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; 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 environment, forests, biodiversity and tribal population.
- Water: Use and over- exploitation of surface and ground water, 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 ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) 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, earthquake, 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 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-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. 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 Carroll (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). *Waste water treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P. H., Hassenzahl, D. M., & Berg, L. R. (2012). *Environment*. 8th 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., & Raveb, 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

L	T	P	CR
0	0	1	1

Duration: 1 Week

Teacher assistant (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 on 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	6	0	0	6

				Growing up				
2.	Core Course	Elective	EDU142/ EDU143/ EDU167	History/ Sociology/ Mathematics	6	0	0	6
3.	Core Course	Elective	EDU144/ EDU146/ EDU141/ EDU147	Political Science/ Geography/ Economics / Psychology	6/5	0	0	6/5
4.	Core Course	Elective	EDU148	Psychology Practical	0	0	2	1
5.	Core Course	Elective	EDU170/ EDU171/ EDU172	English/ Hindi/ Punjabi	6	0	0	6
6.	Ability Enhancement Compulsory Course	Elective	ENG191/ EDU192/ EDU193	Basic Communication Skills- English/ Punjabi/ Hindi	3	0	0	3
7.	Ability Enhancement Compulsory Course	Compulsory	EDU194	Environmental Studies	2	0	0	2
8.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU180	Interacting child's parents	0	0	1 Week	1
GRAND TOTAL								30

PERSPECTIVES IN EDUCATION

COURSE NAME: EARLY CHILDHOOD, CHILDHOOD AND GROWING UP

COURSE CODE: EDU102

L	T	P	CR
6	0	0	6

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

- Discuss physical, cognitive, and emotional development that occurs from infancy through childhood
- Discuss physical, cognitive, and emotional development that occurs during adolescence
- Discuss physical, cognitive, and emotional development that occurs in adulthood
- Reflect on the role of socio- cultural context in shaping human development.
- Identify various perspectives of childhood
- Understand adolescence stage of human development.
- Understand 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 drain
 - 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. On the basis of 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 slum, 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-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. 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 HumanDevelopment: 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*. Mc.Graw 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.
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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* (2nd Ed.). New York: The Guilford Press.
24. Berk, L. E. (2008). *Exploring Lifespan Development* (1st 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
6	0	0	6

OBJECTIVES: To enable to student teachers to:

- Discuss the important phases of Indian history with the beginning of Turkish invasion which had tremendous influence in Indian society and polity.

- Discuss the politics and establishment of new forms of political institution from the period 1200 to 1750 A.D.
- Explain in detail study the rise of new languages, religious beliefs and social custom.
- Understand main trends in Indian history prior to the advent of the 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 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 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, Golkunda, 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 rise of new languages, religious beliefs and social custom 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-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. 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- 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. Malleson, 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**

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable to student teachers to:

- Describe the concept of social Institutions.
- Describe various Institutions at society in objective and intrinsic way.
- Highlight characteristic features of social institutions like marriage, family and kinship.
- 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.
- 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 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-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. 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 Glenocoe.
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:

- Describe concept of differential calculus like definition of limit of function continuity of functions and classifications of discontinuities.
- Understand and apply the rule of successive differentiation.
- Use leibnitz theorem.
- Trace curves for cartesian and parameter coordinates.
- Use reduction for values of integral calculus like definite integral, surface of solids of revolutions.
- Compute ordinary differential equations ; first order and higher degree equations solvable x.y.p
- Describe assumptions, properties and use of compute conjugate diameter hyperbola.
- Describe concepts of central conicoids, paraboloids and conicoid.

COURSE CONTENT

UNIT- I DIFFERENTIAL CALCULUS

- E-S 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 inflexion, 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 ORDINARY DIFFERENTIAL EQUATIONS

- Exact differential equations, first order higher degree equations solvable for x.y.p. Clairaut's form and singular solutions, 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, transformation of the equation by changing the dependent variable/ the independent variable, method of variations of parameters.

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 conicoids, paraboloids plane sections of conicoids, generating lines, reduction of second degree equations to standard forms

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Quiz based on Differential calculus, Geometry

2. Puzzles

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. 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. Murray, D.A. (1967). 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
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Describe and differentiate the meaning and features of the concept of power, authority and legitimacy;
- Explain the meaning, characteristics and significance of the term political culture;
- Discuss the meaning of political socialization, its relevance and different agents of political socialization;
- Analyze the interrelationship between political culture and political socialization;
- Understand the concept of rights and duties of education;
- Know the human rights, meaning, and significance of universal declaration of human rights.

- Describe the significance of environmental education and its protection;
- Differentiate the concept of liberty, equality and justice, their kinds and their significance to the civic society and explain how three of these are complimentary to each other;
- 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; 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
- Environmental education and its protection: issues and decision making

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:

- Power point presentation on the practicing rights and duties
- Report on 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-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.

SUGESSTED 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

L	T	P	CR
6	0	0	6

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

COURSE CONTENT

UNIT- I

- Definition of climatology: climate and weather
- Climate: elements and controls
- Physical structure of the atmosphere: troposphere, tropopause and stratosphere and attributes of these three divisions
- Physical and chemical composition of the atmosphere: dust particles, vapour particles, active gases, 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 forms and types, world patterns 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 pollution and global warming- general causes, consequences and measures of control

UNIT- III

- Oceanography: definition, topography of the ocean basins; continental shelf, continental slope, deep sea plain and oceanic deep. Features: trench, trough, oceanic ridge, guyots, seamount.
- Factors controlling the world patterns of distribution of temperature and salinity in the ocean waters.

UNIT- IV

- Movements of oceanic waters: waves and currents, surface currents of the oceans.
- 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 fieldtrips may be organized.
- The teacher will assign collection of Flora, Fauna and Deposits from the respective area of habitation of students.
- Throughout the course, conscious effort will be made to make the students aware of the significance of climate to human life. Slides, photographs, documentaries on oceans may be 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-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.

SUGESSTED 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 HillBook Co.

**CORE COURSE
(ECONOMICS)**

COURSE NAME: INDIAN ECONOMY
COURSE CODE: EDU141

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Describe the concept and features of Indian economy.
- Analyze the pros and cons of Indian agriculture.
- Discuss and differentiate financial system, tax structure, direction and composition of trade since independence.
- Judge the achievement and features of Indian five year plans and understand
- 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 there in since Independence; Balance of Payment problem; Role of MNCs in India.

UNIT- IV

- Planning: Objectives, Strategy and Achievements of Indian Planning; Critical Evaluation of the latest Five Year Plan (plan wise details to be excluded); 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:

- 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-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. 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
8. Publishers. Misra, S.K. & Puri, V.K. (2006), Indian Economy. Mumbai: Himalya 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
5	0	0	5

OBJECTIVES: To enable the student teachers to:

- Understand the basic concepts of Psychology by focusing on the practical aspects.
- Understand the underlying biological causes of human behavior and Personality.
- 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 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 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-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. 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 PARCTICAL
COURSE CODE: EDU148**

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. Public opinion survey.
7. Submit a report on Biological Bases of Behaviour
8. A seminar presentation on type of Personality.

L	T	P	CR
0	0	2	1

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

OBJECTIVES: At the end of semester, 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

- Poem No. 12 – Up-Hill (Christiana Rossetti)
- Poem No. 13 – The Ballad of Earl Haldan’s Daughter (Charles Kingsley)
- Poem No. 14 – The Man He Killed (Thomas Hardy)
- Poem No. 15 – A Passer By (Robert Seymour Bridges)
- Poem No. 16 – Laugh and Be Merry (John Masefield)
- Poem No. 17 – Matilda (Hilaire Belloc)
- Poem No. 18 – Stopping by Woods on a Snowy Evening (Robert Frost)
- Poem No. 19 – The Vagabond (John Drinkwater)

L	T	P	CR
6	0	0	6

Poem No. 20 – Menelaus and Helen (Rupert Brooke)
Poem No. 21 – The Ballad of Father Gilligan (W.B. Yeats)
From the book An Introduction to poetry by A.G. Xavier

UNIT- II

Story No. 7 – The Grief (Chekhov)
Story No. 8 – How Much Land does a Man Need (Leo Tolstoy)
Story No. 9 – A True Story (Mark Twain)
Story No. 10 – Blow up with the Ship (Wilkie Collins)
Story No. 11 – My Uncle Jules (Guy De Maupassant)
Story No. 12 - The Mother (Somerset Maugham)
From the book Twelve Short Stories by C.M. Sharma

UNIT- III

Drama No 4 – Mother’s Day (J.B. Priestley)
Drama No 5 - The Dumb Wife of Cheapside (Ashley Dukes)
Drama No 6 – 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

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Preparing a report on 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-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. 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
6	0	0	6

OBJECTIVES: अध्ययन प्रक्रिया के समापन के उपरान्त विद्यार्थी –

- उपन्यास की परिभाषा, तत्त्व और वर्गीकरण करेंगे ।
- कहानी की परिभाषा, तत्त्व और वर्गीकरण के सम्बन्धित दो प्रश्नों का उत्तर लिखेंगे ।
- झांसी की रानी के संदर्भ में उसके नामकरण, कथावस्तु चरित्रा, उद्देश्य के आधार पर समीक्षा करेंगे ।
- व्यावहारिक व्याकरण में से दिए गए प्रश्नों का उत्तर लिखेंगे ।
- दिए गए मुहावरे व लोकोक्तियां का प्रयोग करेंगे ।
- निर्धारित विषय पर अनुच्छेद लेखन करेंगे ।
- निजी पत्र लेखन की विधि का प्रयोग करने हेतु एक निजी पत्र लिखेंगे ।
- परिभाषिक शब्दावली का प्रयोग करेंगे ।

COURSE CONTENT

UNIT- I

- समीक्षा
- केवल उपन्यास और कहानी
- उपन्यास की परिभाषा, तत्त्व और वर्गीकरण
- कहानी की परिभाषा, तत्त्व और वर्गीकरण

UNIT- II

- झांसी की रानी—वृन्दावन लाल वर्मा— मयूर प्रकाशन, झांसी
- नामकरण, कथावस्तु, चरित्र, उद्देश्य

UNIT- III

- व्यावहारिक व्याकरण
- विपरीतार्थक शब्द

- समानार्थक शब्द
- शब्द शोधन और वाक्य शोधन
- वाक्यांश के लिए एक शब्द
- मुहावरे और लोकोक्तियां

UNIT- IV

- निर्धारित विषय पर अनुच्छेद-लेखन
- निजी पत्र-लेखन
- परिभाषिक शब्दावली

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. हिन्दी की किसी एक पुस्तक की समीक्षा।
2. पाठ्यक्रम में दिए गए कवियों में से किन्हीं दो का काव्य परिचय लिखें।
3. छात्रों की हिन्दी भाषा सीखने संबंधित कठिनाईयाँ और समस्याओं का अध्ययन।

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. दिक्षित भागीरथ; 2003ई, समीक्षालोक, इन्द्रप्रस्थ प्रकाशन, दिल्ली।
2. जैन निर्मला; 2006ई, नई समीक्षा के प्रतिमान, नेशनल पब्लिशिंग हाउस, दिल्ली।
3. चतुर्वेदी राजेश्वर प्रसार; 2008ई हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
4. साहनी एस. बी. शर्मा आर. पी.; 2007ई सर्वोत्तम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा।
5. वृन्दावन लाल वर्मा; 1995ई झांसी की रानी मयूर प्रकाशन, झांसी
6. नगेन्द्र हरदयाल; 2009ई हिन्दी साहित्य का इतिहास, मयूर पेपरबैक्स, नोयडा।
7. राजाराम कल्पना; 2009ई निबंध बोध स्पेक्ट्रम बुक्स प्रा. लि., दिल्ली।

CORE COURSE

COURSE NAME: PUNJABI

COURSE CODE: EDU172

L	T	P	CR
6	0	0	6

OBJECTIVES:

- ਇਸ ਪੇਪਰ ਦਾ ਮੰਤਵ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਇਕਾਂਗੀ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਨੂੰ ਹੋਰ ਵਿਸਥਾਰ ਦੇਣਾ ਹੈ।
- ਨਾਵਲ ਰਾਹਮਤ ਪੰਜਾਬ ਦੇ ਪੇਡ ਸਭਿਆਚਾਰ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਦਿਲਚਸਪੀ ਪੈਦਾ ਕਰਨਾ ਹੈ।
- ਨਾਵਲ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਡੂੰਘੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।

COURSE CONTENT

1. ਤੂਤਾਂ ਵਾਲਾ ਖੂਹ, ਸੋਹਣ ਸਿੰਘ ਸੀਤਲ, ਲਾਹੌਰ ਬੁੱਕ ਫਾਊਂਡੇਸ਼ਨ, ਲੁਧਿਆਣਾ
2. ਛੇ ਦਰੁਨ, ਸੰਤ ਸਿੰਘ ਸੇਖੋ, ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
3. ਲਘੂ ਪ੍ਰਭ
4. ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ
5. ਅਲੰਕਾਰ

UNIT- I

- ਤੂਤਾਂ ਵਾਲਾ ਖੂਹ ਨਾਵਲ ਦੇ ਆਧਾਰ ਤੇ ਦੋਵਾਂ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਪ੍ਰਭ ਕਰੋ।
- ਵਿਸ਼ਵਾਸਤੂ
- ਪਲਾਟ
- ਪਾਤਰ ਚਿਤਰਣ

UNIT- II

- ਛੇ ਦਰੁਨ ਇਕਾਂਗੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚੋਂ (ਪਿਛਲੀਆਂ ਤਿੰਨ ਇਕਾਂਗੀਆਂ) ਇਕਾਂਗੀ ਦਾ ਸਾਰ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)
- ਨਾਵਲ ਅਤੇ ਇਕਾਂਗੀਆਂ ਵਿੱਚੋਂ ਲਘੂ ਪ੍ਰਭ (ਛੇ ਵਿੱਚੋਂ ਚਾਰ)

UNIT- III

- ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਦੇ ਆਧਾਰ ਤੇ ਦੋਵਾਂ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਪ੍ਰਭ ਕਰੋ।
- ਸਾਹਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ
- ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ

UNIT- IV

- ਅਲੰਕਾਰ ਦੇ ਆਧਾਰ ਤੇ ਤਿੰਨਾਂ ਵਿੱਚੋਂ ਇੱਕ ਕਰੋ ।
- ਉਪਮਾ
- ਟਿੱਪਣੀ
- ਅਨੁਪ੍ਰਾਸ

- ਦ੍ਰਿਸ਼ਟਾਂਤ

Project Work

1. ਸੋਹਣ ਸਿੰਘ ਸੀਤਲ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ ਵਿਚ ਸਥਾਨ
2. ਛੇ ਇਕਾਂਗੀ (ਪਿਛਲੀਆਂ ਤਿੰਨ ਇਕਾਂਗੀਆਂ ਵਿਚੋਂ) ਪੁਸਤਕ ਦੇ ਆਧਾਰ ਤੇ ਕਿਸੇ ਇਕ ਇਕਾਂਗੀਕਾਰ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਲਿਖੋ।

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Group discussion on the Novel given in unit- I
2. Power point 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-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. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ 1700 ਈ. ਤੱਕ(2003), ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
2. ਜਜ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ 1700 ਈ. ਤਕ(1972), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
3. ਜਜਜ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਪਰਮਿੰਦਰ ਸਿੰਘ ਤੇ ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ(1968), ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
4. ਜਡੂ ਬਦ ਸਵੇਰਾ (ਸੰਪਾ. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ)(2007) ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ
5. ਡ ਅੱਧ ਚਾਨਣੀ ਰਾਤ - ਗੁਰਦਿਆਲ ਸਿੰਘ(1972), ਹਿੰਦ ਪਾਕਿਟ ਬੁਕਸ ਪ੍ਰਾਈਵੇਟ ਲਿਮਟਿਡ, ਦਿੱਲੀ
6. ਡਜ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ - ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ (1972), ਭਾਠਾ ਵਿਭਾਗ ਪੰਜਾਬ, ਪਟਿਆਲਾ।
7. ਡਜਜ ਨਾਵਲ ਪੁਸਤਕ ਤੇ ਪੰਜਾਬੀ ਨਾਵਲ- ਡਾ. ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਵਰ
8. ਡਜਜਜ ਪੰਜਾਬੀ ਨਾਵਲ- ਡਾ. ਜੋਗਿੰਦਰ ਸਿੰਘ ਰਾਹੀ(2000) ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ।
9. ਜਘ ਆਓ ਨਾਵਲ ਪੜ੍ਹੀਏ- ਡਾ. ਟੀ ਆਰ. ਵਿਨੋਦ(2002) ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
10. ਘ ਮਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿਵੇਕ:- ਡਾ. ਅਮਰਜੀਤ ਸਿੰਘ ਕਾਂਗ, ਡਾ. ਜਸਪਾਲ ਕੌਰ ਕਾਂਗ, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ।
11. ਘਜ਼ੂਹ ਹੁਸੈਨ- ਹਰਜਿੰਦਰ ਸਿੰਘ ਢਿਲੋਂ, ਵਾਰਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ

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 semester, the students will be able to:

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading skills.
- To develop literary sensibility
- To polish students' communication abilities.

COURSE CONTENT

UNIT- I

Grammar

- Murphy's English Grammar, (Raymond Murphy), 3rd 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:

- ਇਸ ਪੇਪਰ ਦਾ ਮੰਤਵ ਕਹਾਣੀ ਤੇ ਕਵਿਤਾ ਦੀਆਂ ਪੁਸਤਕਾਂ ਦਾ ਨਿਕਟ ਅਧਿਐਨ ਕਰਨਾ ਹੈ।
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਲੇਖਕ ਦੇ ਜੀਵਨ ਤੋਂ ਭਾਂਡ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਲੇਖਕਾਂ ਦੀ ਭੂਮਿਕਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।
- ਵਿਆਕਰਣ ਵਿੱਚ ਬਚਾਵਾਂ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਬਾਰੇ ਸੂਝ ਦੇਣਾ ਹੈ। ਸਾਹਿਤ ਰੂਪਾਂ ਅਤੇ ਅਲੰਕਾਰਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।
1. ਕਥਾ ਕਹਾਣੀ, ਸੰਪਾ. ਡਾ. ਧਨਵੰਤ ਕੌਰ, ਪਬਲੀਕੇਨ ਬਿਓਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
2. ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ, ਦੀਵਾਨ ਸਿੰਘ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸਨ., ਅੰਮ੍ਰਿਤਸਰ
3. ਕਹਾਣੀਕਾਰ ਦਾ ਜੀਵਨ, ਰਚਨਾ ਅਤੇ ਯੋਗਦਾਨ
4. ਲਘੂ ਪ੍ਰਭ
5. ਵਿਆਕਰਣ

COURSE CONTENT

UNIT- I

- ਕਥਾ –ਕਹਾਣੀ (ਪਿਛਲੀਆਂ ਛੇ ਕਹਾਣੀਆਂ ਵਿੱਚੋਂ) ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਕਹਾਣੀ ਦਾ ਵਿਸ਼ਾ ਦੱਸ ਕੇ ਸਾਰ (ਤਿੰਨ ਵਿੱਚੋਂ ਇੱਕ)

UNIT- II

- ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ ਸਵੈ-ਜੀਵਨੀ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਘਟਨਾ/ਕਾਂਡ ਦਾ ਸਾਰ (ਤਿੰਨ ਵਿੱਚੋਂ ਇੱਕ)

UNIT- III

- ਨਿਰਧਾਰਤ ਕਹਾਣੀਕਾਰਾਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਦਾ ਜੀਵਨ, ਰਚਨਾ ਅਤੇ ਸਾਹਿਤਕ ਯੋਗਦਾਨ (ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ, ਮੋਹਨ ਭੰਡਾਰੀ, ਗੁਰਬਚਨ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ, ਸੁਖਵੰਤ ਕੌਰ ਮਾਨ, ਸੁਜਾਨ ਸਿੰਘ) (ਤਿੰਨ ਵਿੱਚੋਂ ਇੱਕ)

UNIT- IV

- ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ ਅਤੇ ਕਥਾ- ਕਹਾਣੀ (ਪਿਛਲੀਆਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ) ਲਘੂ ਪ੍ਰਭ ਉੱਤਰ (ਦਸ ਵਿੱਚੋਂ ਅੱਠ)।
(ਓ) ਸੰਖੇਪ ਰਚਨਾ (ਪ੍ਰੈਸੀ)
(ਅ) ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ (ਸਾਹਿਤਕ ਪੇਂਚੇ ਦੇ ਲਗਭਗ 100 ਸ਼ਬਦ)

- (ਦ) ਸੂਚਨਾ ਹਿਤ ਨੋਟਿਸ ਲਿਖਣਾ (ਸਾਹਿਤਕ, ਸਭਿਆਚਾਰਕ ਅਤੇ ਖੇਡ ਖੇਤਰ ਨਾਲ ਸੰਬੰਧਿਤ ਕਾਲਜ ਦੀਆਂਗਤੀਵਿਧੀਆਂ ਬਾਰੇ)
(ਸ) ਮੁਹਾਵਰੇ ਅਤੇ ਅਖਾਣ

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. ਕਵੀਆਂ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਅਲੱਗ-ਅਲੱਗ ਕਾਵਿ ਸੰਗ੍ਰਹਿਆਂ ਵਿੱਚੋਂ ਲਈਆਂ ਜਾਣਗੀਆਂ।
2. ਕਥਾ ਬੋਧ-ਸੰਪਾ ਰਾਮ ਸਰੂਪ ਅਣਖੀ (2006), ਪਬਲੀਕੇਨ ਬਿਓਰੋ ਚੰਡੀਗੜ੍ਹ
3. ਪੰਜਾਬੀਭਾਸ਼ਾ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ - ਡਾ. ਰੂਰਦੇਵ ਸਿੰਘ ਗਿੱਲ(2006) ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
4. ਪੰਜਾਬੀ ਅਧਿਐਨ ਤੇ ਅਧਿਆਪਨ ਦੇ ਮੁਢਲੇ ਸੰਕਲਪ - ਜੀਤ ਸਿੰਘ ਜ਼ੀ (1999), ਵਾਰਸਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
5. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ - ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ (1968), ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ ਲੁਧਿਆਣਾ
6. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਰੂਪਰੇਖਾ (1850 ਤੋਂ 1970) - ਜੋਗਿੰਦਰ ਸਿੰਘ(2002) ਪਬਲੀਕੇਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀ, ਪਟਿਆਲਾ
7. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ - (ਆਧੁਨਿਕ ਕਾਲ 1901 ਤੋਂ 1995 ਤੱਕ)- ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਡਾ. ਮਾਨ ਸਿੰਘ ਚੰਡੀਸਾ (1997), ਪਬਲੀਕੇਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀ ਪਟਿਆਲਾ
8. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ -ਪਰਿਵਰਤਨ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ -ਡਾ. ਭੂਪਿੰਦਰ ਕੌਰ (2004), ਤਰਲੋਚਨ ਪਬਲਿਸ਼ਰਜ਼, ਚੰਡੀਗੜ੍ਹ।
9. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਆਧਾਰ - ਡਾ. ਕਰਮਜੀਤ ਸਿੰਘ (1983), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀ ਅੰਮ੍ਰਿਤਸਰ
10. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਸੁਰਜੀਤ ਪਾਤਰ- ਡਾ. ਯੋਗਰਾਜ (1998), ਭਾਰਤੀ- ਗਰੁਪ ਆਫ ਪਬਲੀਕੇਨ, ਚੰਡੀਗੜ੍ਹ।
11. ਪੰਜਾਬੀ ਵਿਆਕਰਣ- ਬੂਟਾ ਸਿੰਘ ਬਗੜ, ਵਾਰਸਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
12. ਪ੍ਰਗਤੀਵਾਦ- ਡਾ. ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਵਰ (2008)। ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

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

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

L	T	P	CR
3	0	0	3

OBJECTIVES:

- छात्रों में भाषा को समझने तथा मूल्यांकन करने की दृष्टि बढ़ाना
- शब्द संरचना प्रक्रिया के प्रति छात्रों का ध्यानाकर्षण कराना।
- छात्रों को प्रयोजनमूलक हिन्दी की व्यापकता से अवगत कराना।
- हिन्दी भाषा की व्यवहारिक उपयोगिता का परिचय देना।

COURSE CONTENT

UNIT- I हिन्दी हिंदी संरचना

- पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकटार्थी शब्दों के सूक्ष्म अर्थ-भेद, समानार्थक शब्दों के भेद, उपसर्ग, प्रत्यय

UNIT- II वर्तनी, विराम चिन्ह एवं संशोधन

- वर्तनी सम्बन्धी अशुद्धियाँ, मात्राओं की अशुद्धियाँ
- वर्तनी सम्बन्धी अशुद्धियों के कारण, वर्तनी सम्बन्धी अशुद्धियों के सुधारने उपाय।
- विराम चिन्ह-पूर्ण विराम, प्रश्नवाचक चिन्ह सम्बोधन या आश्चर्य चिन्ह, निर्देशक चिन्ह, अवतरण चिन्ह

UNIT- III लेखन सम्बन्धी कौशल

- लिखित भाषा शिक्षण के उद्देश्य
- लेखन की विभिन्न विधियाँ, लेखन के दोष
- निबन्ध लेखन, कहानी लेखन

UNIT- IV हिन्दी पत्राचार एवं लेखन

- औपचारिक पत्राचार
- अनौपचारिक पत्राचार
- राष्ट्रीय-अन्तरराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. राजभाष हिन्दी- गोविन्द दास- हिन्दी साहित्य सम्मेलन, प्रयाग।
2. राष्ट्रभाषा आन्दोलन- गोपाल परशुराम-महाराष्ट्र सभा।
3. विराम चिन्ह- महेन्द्र राजा जैन- किताबघर, दिल्ली

4. प्रशासनिक एवं कार्यालयी हिन्दी— रामप्रकाश, राधाकृष्ण प्रकाशन, दिल्ली।
5. प्रयोजनमूलक कामकाजी हिन्दी— कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, दिल्ली
6. प्रशासनिक हिन्दी टिप्पण, प्रारूपण एवं पत्र लेखन— हरिमोहन, तक्षशिला प्रकाशन, दिल्ली

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

COURSE NAME: ENVIRONMENTAL STUDIES

COURSE CODE: EDU194

L	T	P	CR
2	0	0	2

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

- Understand the importance and scope of environment.
- Critically analyse, intellectual discourse and essential projects.
- Analyse sustainable environment in global world.
- Analyze and practice various practices of environment management.
- 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 globalised 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-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. 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 21st 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. सक्सेना हरिमोहन (2003). पर्यावरण अध्ययन, श्रीगंगानगर. अग्रवाल साहित्य सदन।
7. पंकज श्रीवास्तव (1998). 'पर्यावरणशिक्षा'. भोपाल. मध्यप्रदेश हिन्दी ग्रंथ अकादमी।
8. सक्सेना ए.बी. (1998). पर्यावरण शिक्षा. नई दिल्ली. आर्यबुक डिपो।

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

COURSE CODE: EDU180

L	T	P	CR
0	0	1	1

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 attitude 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	
9.	Perspectives in Education	Compulsory	EDU201	Contemporary India and Education	6	0	0	6
10.	Core Course	Elective	EDU203/ EDU205/ EDU207	English/ Hindi/ Punjabi	6	0	0	6
11.	Core Course	Elective	EDU209/ EDU211/ EDU213	History/ Sociology/ Mathematics	6	0	0	6
12.	Core Course	Elective	EDU215/ EDU217/ EDU221/ EDU223	Political Science/ Geography/ Economics/ Psychology	6/5	0	0	6/5
13.	Core Course	Elective	EDU225	Psychology Practical	0	0	2	1
14.	Skill Enhancement course	Compulsory	EDU231	Value and Ethics in Education	2	0	0	2
15.	Skill Enhancement course	Compulsory	EDU233	Guidance and Counselling	2	0	0	2
16.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU291	Recording best practices in different schools	0	0	1 Week	1
GRAND TOTAL								29

PERSPECTIVES IN EDUCATION

COURSE NAME: CONTEMPORARY INDIA AND EDUCATION

COURSE CODE: EDU201

L	T	P	CR
6	0	0	6

OBJECTIVES: The course will enable the student teachers to:

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

UNIT- I CONTEMPORARY INDIA

- Social Stratification-forms and function; caste and class; region and religion;
- Types of Society-tribal, Agrarian; industrial, post- industrial society;
- Educational scenario of India: diversity in terms of educational opportunities religion, caste, class, gender, language, region and tribes;
- Challenges in achieving universal elementary education
- Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity;
- Impact of Urbanisation; Industrialisation; 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 educational system;
- Aims and purposes of education drawn from constitutional provision;
- Fundamental Rights & Duties of Citizens
- Constitutional interventions for universalization of education and RTE Act 2009
- Decentralization of Education and Panchayati Raj (specifically through 73rd and 74th amendment)
- Role of Central and State governments in the development of education

UNIT- III POLICY FRAMEWORK FOR DEVELOPMENT OF EDUCATION IN INDIA

- Overview of educational reform in the Pre-independence period: Macaulay's minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education;
- 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.
 - Idea of Common School System
 - National System of Education
- Language Policy
- Learning Without Burden- 1993
- Justice Verma Commission- 2012

UNIT- IV INITIATIVES OF THE GOVERNMENT OF INDIA

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalised Group
- 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
- Right to Education and Universal Access:
 - Issues of a) Universal enrolment b) Universal retention c) Universal success

- Issues of quality and equity.

(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to 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

- Case study of different kind of schools
- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other Visual mediums.
- Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas.
- Presentation on the reports and policies on USE
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of nearby locality to find out the causes of low literacy.
- Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
- Study of voluntary agency working in the field of educational and school development of society.
- Conduct surveys of various educational contexts (e.g. Schools of different kinds) and make interpretative presentations based on these
- Study writings on analysis of education-development interface and make presentations
- Conduct surveys of various educational contexts (e.g. Schools of different kinds) and make interpretative presentations based on these
- 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-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. Anand, C.L. et.al. (1983). *Teacher and Education in Emerging in Indian Society*, NCERT, New Delhi.
2. Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
3. Govt. of India (1992). *Programme 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.
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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 teaching of Indian language*
22. Ozial, 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). *Every body 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*.

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 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 primary stage: International perspectives. NCERT. New Delhi.
 32. World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.

CORE COURSE

COURSE NAME: ENGLISH
COURSE CODE: EDU203

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

- **Literary terms and definitions:** Picaresque novel, Stream of Consciousness, Historical novel, Gothic novel, Sentimental 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 same word as 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-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: 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
6	0	0	6

OBJECTIVES: अध्ययन प्रक्रिया के समापन के उपरान्त विद्यार्थी:

- दिए गए कवियों की पाठ्यवस्तु के सन्दर्भ में व्याख्या-सहित खण्ड करेंगे ।
- कवि-परिचय, सार और उद्देश्य सम्बन्धित प्रश्न कर सकेंगे ।
- मस्टर अभिमन्यु की सन्दर्भ सहित व्याख्या करेंगे ।
- पात्रों के चरित्र चित्राण, तत्वों के आधार पर नाटक की समीक्षा तथा समस्या कर सकेंगे ।
- तरंगणी व मिस्टर अभिमन्यु से संबन्धित लघु प्रश्नों के उत्तर लिख सकेंगे ।
- रीतिकाल की परिस्थितियाँ, नामकरण, सीमा निर्धारण, प्रवृत्तियाँ, रीतिब (और रीति मुक्त काव्य की प्रमुख विशेषताओं का वर्णन कर सकेंगे ।
- रीति काव्य के प्रमुख कवियों के सम्बन्ध में समीक्षात्मक प्रश्न का उत्तर दे पायेंगे ।
- आधुनिक काल के केवल कविता खण्ड में से भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, और नई कविता के प्रमुख प्रवृत्तियों सम्बन्धित समीक्षा लिख सकेंगे ।

COURSE CONTENT

UNIT- I

- तरंगिणी तरंगिणी तरंगिणी तरंगिणी-मनोहर लाल आनन्द
 - पंजाब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़ निम्नलिखित कवि पाठ्यक्रम में निर्धारित हैं : मैथिलीशरण गुप्त, जयशंकर प्रसाद, सूर्यकान्त त्रिपाठी निराला, सुमित्रानन्दन पंत, महादेवी वर्मा, अज्ञेय, धर्मवीर भारती; कद्व दो सन्दर्भ- सहित-व्याख्या-खण्ड करने होंगे ।

UNIT- II

- मिस्टर अभिमन्यु मिस्टर अभिमन्यु मिस्टर अभिमन्यु मिस्टर अभिमन्यु
 - डा. लक्ष्मी नारायण लाल; कद्व सन्दर्भ सहित व्याख्या के लिये दो खण्ड पूछे जायेंगे, उत्तर एक का ही देना होगा । ;खद्व पात्रों के चरित्र चित्राण, तत्वों के आधार पर नाटक की समीक्षा तथा समस्या सम्बन्धी दो प्रश्न पूछे जायेंगे उत्तर एक का ही देना होगा ।

UNIT- III

- हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य खण्डद्व हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य खण्डद्व हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य खण्डद्व हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य खण्डद्व
- रीतिकाल की परिस्थितियाँ, नामकरण, सीमा निर्धारण, प्रवृत्तियाँ, रीतिब (और रीति मुक्त काव्य की प्रमुख विशेषताएं, रीति काव्य के प्रमुख कवि-केशव, बिहारी, घनानंद पर आधारित समीक्षात्मक प्रश्न ।

UNIT- IV

- हिन्दी साहित्य का इतिहास-आधुनिक काल हिन्दी साहित्य का इतिहास-आधुनिक काल हिन्दी साहित्य का इतिहास-आधुनिक काल हिन्दी साहित्य का इतिहास-आधुनिक काल हिन्दी साहित्य का इतिहास-आधुनिक काल हिन्दी साहित्य का इतिहास-आधुनिक काल ;केवल काव्य खण्डद्व ;केवल काव्य खण्डद्व ;केवल काव्य खण्डद्व ;केवल काव्य खण्डद्व
- आधुनिक काल के केवल कविता खण्ड में से भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद और नई कविता की केवल प्रमुख प्रवृत्तियों पर आधारित समीक्षात्मक प्रश्न ।

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. बाहरी हरदेव ;2004द्ध हिन्दी उद्भव विकास और रूप, किताब महल, इलाहाबाद।
2. सिंह बहादुर ;2008द्ध हिन्दी साहित्य का इतिहास, माधव प्रकाशन, यमुना नगर।
3. साहनी एस.बी. एवं शर्मा आर.पी. ;2007द्ध सर्वोत्तम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा।
4. चतुर्वेदी राजेश्वर प्रसाद ;2008द्ध हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
5. नगेन्द्र हरदयाल ;2009द्ध हिन्दी साहित्य का इतिहास, मयूर पेपरबैक्स, नोयडा।

CORE COURSE

COURSE NAME: PUNJABI

COURSE CODE: EDU207

L	T	P	CR
6	0	0	6

OBJECTIVES:

- ਇਸ ਪੇਪਰ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੇ ਅਖੀਰਲੇ ਪੜਾਅ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।
- ਕਹਾਣੀ ਵਿੱਚ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਦਿਲਚਸਪੀ ਜਗਾਉਣਾ ਹੈ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਦੇ ਤੱਥਾਂ ਨੂੰ ਨਿਰੀਖਤ ਕਰਨਾ ਹੈ। ਕਹਾਣੀ ਸਾਹਿਤਰੂਪਾਂ ਤੋਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ।

COURSE CONTENT

- ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ, (ਸੰਪਾ.) ਪ੍ਰੋ. ਪ੍ਰੀਤਮ ਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ 2. ਅੱਠੇ ਪਹਿਰ ਅੱਠੇ ਪਹਿਰ ਅੱਠੇ ਪਹਿਰ ਅੱਠੇ ਪਹਿਰ (ਪਹਿਲੀਆਂ ਚਾਰ ਕਹਾਣੀਆਂ), ਡਾ. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
- ਲਘੂ ਪ੍ਰੰਨ
- ਲੋਕ-ਸਾਹਿਤ ਦੇ ਰੂਪ
- ਛੰਦ-ਪ੍ਰਬੰਧ
- ਫ਼ਰਚਗਤਕ ਫ਼ਰਅਵਕਅਵਯ

UNIT- I

- ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ: (ਜ) ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿੱਚੋਂ ਇਕ) 6 (ਜਜ) ਕਵਿਤਾ ਦਾ ਕੇਦਰੀ ਭਾਵ ਦੱਸ ਕੇ ਸਾਰ ਲਿਖੋ (ਦੋ ਵਿੱਚੋਂ ਇਕ)

UNIT- II

- ਅੱਠੇ ਪਹਿਰ: (ਜ) ਕਹਾਣੀ ਦਾ ਵਿਠਾ ਵਸਤੂ (ਦੋ ਵਿੱਚੋਂ ਇਕ) (ਜਜ) ਕਹਾਣੀ ਦਾ ਸਾਰ (ਦੋ ਵਿੱਚੋਂ ਇਕ)

UNIT- III

- ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਅਤੇ ਅੱਠੇ ਪਹਿਰ (ਪਹਿਲੀਆਂ ਚਾਰ ਕਹਾਣੀਆਂ) ਤੇ ਆਧਾਰਿਤ ਲਘੂ ਪੁੱਠੇ ਵਿੱਚੋਂ ਪੰਜ)

(ਅੱਠਾਂ)

UNIT- IV

- (ੳ) ਲੋਕ ਸਾਹਿਤ ਦੇ ਰੂਪ (ਦੋ ਵਿੱਚੋਂ ਇਕ) (ਜ) ਕਿੱਸਾ (ਜਜ) ਵਾਰ (ਜਜਜ) ਕਾਫ਼ੀ (ਜਡ) ਜੰਗਨਾਮਾ
- (ਅ) ਛੰਦ-ਪ੍ਰਬੰਧ: (ਦੋ ਵਿੱਚੋਂ ਇਕ) (ਜ) ਦੋਹਿਰਾ (ਜਜ) ਸੋਰਠਾ (ਜਜਜ) ਕੋਰੜਾ (ਜਡ) ਦਵੱਈਆ

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. ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ - ਡਾ. ਪ੍ਰੀਤਮ ਸਿੰਘ (ਸੰਪਾ.) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਚੰਡੀਗੜ੍ਹ।
2. ਅੱਠੇ ਪਹਿਰ - ਦਪੀਲ ਕੋਰ ਟਿਵਾਣਾ (ਸੰਪਾ.) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਚੰਡੀਗੜ੍ਹ।
3. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ - ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ
4. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ (1968) ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਪਰਮਿੰਦਰ ਸਿੰਘ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, ਲਾਹੌਰ ਬੁੱਕ ਠਾਪ, ਲੁਧਿਆਣਾ।
5. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ(1987) ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
6. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ(1972) ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

CORE COURSE (HISTORY)

L	T	P	CR
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COURSE NAME: HISTORY OF INDIA 1750-1964 AD

COURSE CODE: EDU209

6	0	0	6
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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 the British Colonialism in 1857.
- Describe the role of nationalist leaders like Gandhi and other political leaders in 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 partition of India.

UNIT- I

- Foundation of British rule: Circumstances leading to the battles of Plassey and Buxar and their significance;
- Dual system of Clive; reforms of Warren Hastings
- Administrative reforms: Reforms of Cornwallis, William Bentinck 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: 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, 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 making of 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-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. 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 the 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 the 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**

L	T	P	CR
6	0	0	6

OBJECTIVES: The students will be able to:

- Describe meaning, characteristics and elements of social structure.
- Discuss the concept, types and factors of social change.
- 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 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-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. 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: Haranand 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

OBJECTIVES: The student will be able to:

- State definitions of various mathematical terms required in the course.
- Derive the tests and theorems prescribed in the statement of the syllabus.
- Explain continuity with various terms.
- Prove Mean value theorem, Darboux’s value theorem and Taylor’s theorem.
- Discuss limits and continuity of two variables and various theorems related with functions of two variables prescribed in the course.
- Solve problems related with various classes of differential equations.
- Solve problems related with transformations and its details, prescribed in the syllabus.

L	T	P	CR
6	0	0	6

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

- Series solutions of differential equations-power series method, Bessel, Legendre and hyper geometric equations. Bessel, Legendre and Hyper geometric functions and their properties-convergence, recurrence and generating relations. Orthogonality of functions, Sturm Liouville problem. Orthogonality of Eigen-functions. Reality of Eigen values. Orthogonality of Bessel functions and Legendre polynomials Laplace transformation. Linearity of the Laplace transformation. Existence theorem for Laplace transforms of derivatives and integrals. Shifting theorems

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Make an Assignment on Bessel, Legendre and Hyper geometric functions and their properties-convergence, recurrence and generating relations.
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-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. 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

L	T	P	CR
6	0	0	6

OBJECTIVES: The student will be to:

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

COURSE CONTENT

UNIT- I

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

UNIT- II

- **Fundamental rights, Fundamental duties:** nature, importance and a critique Directive principles 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 latest Amendments make in it.
2. Make a report on the Indian parliamentary system, 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-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. 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, C.P. (1967), Election and Politics Consciousness in India., Meerut, Meenakshi Parkshan.

**CORE COURSE
(GEOGRAPHY)**

COURSE NAME: RESOURCES AND ENVIRONMENT: WORLD PATTERNS

COURSE CODE: EDU217

L	T	P	CR
6	0	0	6

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 qualitative aspects of human resources in spatial perspectives and the associated environmental problems. Course Content

COURSE CONTENT

UNIT-I

- Meaning, nature and components of environment. Nature and definition of resources. Resources: Environment interface

UNIT-II

- Classification of resources: renewable and non-renewable: biotic (forests, wildlife, live-stock, fisheries, agricultural crops) & abiotic (land, water, minerals)

UNIT-III

- Distribution, availability, utilization and conservation of water, minerals and energy resources, their economic and environmental significance and sustainability.
- Types and distribution of forests- their economic and environmental significance and conservation.
- Types and 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 Recourses.
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-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. 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 Prakshan, 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.

**COURSE CODE
(ECONOMICS)**

COURSENAME: STATISTICS (ECONOMICS)

COURSECODE: EDU221

L	T	P	CR
6	0	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. 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 construction of index numbers. Tests of Index numbers (time reversal and factor reversal tests), weighted price and quantity index numbers using aggregate method: Lapsier'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:

1. The class will be divided into groups constituting of 5 to 6 students and each team will be given an assignment for power-point presentation.
2. The project work e.g. a locality may be identified and a sample survey be taken up to study 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-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. 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

COURSE CODE: EDU223

L	T	P	CR
5	0	0	5

OBJECTIVES: After the completion of the semester, student will be to:

- 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 colour vision (Young-Helmholtz. Opponent-Process & Evolutionary). Auditory sensation: Structure and functions of the Ear-Theories of hearing. 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-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. 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. Kerlinger, 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. Schiffman, 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

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)

L	T	P	CR
0	0	2	1

SKILL ENHANCEMENT COURSE

COURSE NAME: VALUE AND ETHICS IN EDUCATION

COURSE CODE: EDU231

L	T	P	CR
2	0	0	2

OBJECTIVES: To enable the students to:

- Understand the nature of values, moral values and moral education
- 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.
- Value education system in India.
- Values as a source of attaining greatness and recognition. 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
- Effects of Printed Media and Television on Values

UNIT- III

- **Ethics:** Meaning, types of ethics, importance of ethics in education.
- **Code of ethics for Educators:** AAE (Association of American Educators), NEA code of Ethics and Model code of Ethics (MCCE) for educators.
- Professional code of ethics for teachers
- 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-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. Adans, 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). 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). 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. Source book 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://yippiiie.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>
36. Teaching Ethics, UNESCO: http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenRepo

SKILL ENHANCEMENT COURSE

COURSE NAME: GUIDANCE AND COUNSELLING

COURSE CODE: EDU233

L	T	P	CR
2	0	0	2

OBJECTIVES: To enable the student teachers:

- To understand nature, scope and domains of Guidance.
- To use different tools of guidance for assessment.
- To understand principles and approaches of counselling.
- To realize the importance of guidance and counselling 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.

UNIT- III

- **Approaches of Counselling:** Principles of Counselling, Counselling Approaches- Psychotherapy, Psychoanalysis, Non-directive therapy, Transactional analysis, Behavioural Counselling, Reality therapy, Logo therapy and RECBT (Rational emotive cognitive behavioural therapy).
- Group Counselling/ Individual Counselling

UNIT- IV

- **Organisation of Guidance and Counselling Programmes:** Components, Planning for guidance and counselling, 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 rehabilitation centre.
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 of Rehabilitation centre.
7. Group discussion on needs and importance of guidance and counselling

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. David Capuzzi, Douglass R.Gross.(2008) Counselling 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. Shikshamanovidya.
7. Aggarwal, J. C. (2004). Educational Vocational Guidance and Vounseling, New Delhi: Doaba House.
8. Bhatia, K.K. (2008). Principles of Guidance and Counselling, New Delhi: KalyaniPublihers.
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). Counselling 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 are applicable 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	6	0	0	6
2.	Core Course	Compulsory	EDU204/ EDU206/ EDU208	English/ Hindi/ Punjabi	6	0	0	6
3.	Core Course	Compulsory	EDU210/ EDU212/ EDU214	History/ Sociology/ Mathematics	6	0	0	6
4.	Core Course	Compulsory	EDU216/ EDU218/ EDU222/ EDU224	Political Science/ Geography/ Economics/ Psychology	6/5	0	0	6/5
5.	Core Course	Compulsory	EDU226	Psychology Practical	0	0	2	1
6.	Skill Enhancement course/ Enhancing Professional Capacities	Compulsory	EDU232	Drama and Art in Education	2	0	0	2
7.	Skill Enhancement course/ Enhancing	Compulsory	EDU234	Reading and Reflecting on Text	2	0	0	2

	Professional Capacities							
8.	Curriculum and Pedagogic studies	Compulsory	EDU272	Language Across The Curriculum	2	0	0	2
9.	Curriculum and Pedagogic studies	Compulsory	EDU274	Assessment for Learning	2	0	0	2
10.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU292	Preparing School Map	0	0	1 Week	1
GRAND TOTAL								33

PERSPECTIVES IN EDUCATION

COURSE NAME: LEARNING AND TEACHING

COURSE CODE: EDU202

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable the student teacher to:

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

COURSE CONTENT

UNIT- I

- **Learning:** Meaning, Nature, Theories and Factors effecting learning.
- Process of learning, classroom instruction strategies.
- Learning as a construction of knowledge (NCERT, 2005), Learning inside and outside school, learners' motivation.
- Constructivism–implications to curriculum and pedagogy, Characteristics of constructivist classroom and constructivist teacher.

UNIT- II

- Psychosocial domains of Teaching and Learning
- 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 Teaching and Learning Process.

UNIT- III

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

UNIT- IV

Teaching Children with Diverse Needs

- Effective teaching: meaning, component and parameters of effective teaching, identification of teaching skills, principles of teaching.
- Learning disabilities among children: dyscalculia, dyslexia, dysgraphia, attention deficit hyperactivity disorder (ADHD) meaning characteristics and treatment.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Serial learning of meaningful and non sense 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.
2. Visit to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there.
3. Observe a class in your practising school for 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.
4. The class will be divided into groups constituting of 5 to 6 students and each team will be given an assignment for power-point presentation.
5. The class will be covered through the project work e.g. teaching learning process in some classrooms for few days.
6. Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner.
7. Read few diaries written by teachers; analyze their text in the context of teaching activities.
8. Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
9. 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-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. 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 HillPub. Com. Ltd. New Delhi2000.
5. Dandekar W. N, Psychological Foundations of Education, Macmillan India Pvt. Ltd.2000.
6. Dandapani S, A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. New Delhi, 2000.
7. Elizabeth Hurlock. Personality & development, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.
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9. Henry Garrett, Great experiments in Psychology, Appleton- Century- crofts, INC, NewYork.
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.
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15. Mangal. S. K, Mangal Shubhra, Child Development, Arya Book Depot New Delhi, 2005.
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17. Singh. D. P, talang. Amritanshy, prakashved. Psycho- social basis of learning and development, research publication, Jaipur, 2002.
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19. Mathur, S. S., Development of learner and Teaching learning process, Agrawal publication, Agra, 2007-08.
20. Mishra. R.c., Child Psychoplogy. 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. New Delhi-2008.

CORE COURSE

(ENGLISH)

COURSE NAME: ENGLISH

COURSE CODE: EDU204

L	T	P	CR
6	0	0	6

OBJECTIVES: After the completion of the semester, 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.

PRESCRIBED POEMS

- John Donne: The Sun Rising ii) Alexander Pope: From Essay on Man iii) Thomas Gray: Elery written in the Country Churchyard iv) William Black : The Tiger v) William wordsworth: Tintern Abbey vi) John Keats: Ode to Nightingale vii) Tennyson: Ulysses viii) Browning: My Last Duchess ix) Mattew Arnold: To Marguerite x) Hopkins: Pied Beauty xi) A K Ramanijan: History xii) WB Keats: A Prayer for my Daughter xiii) TS Eliot: Journey of the Magic xiv) Thomas Hardy: The Darking Thrush xv) Philip Larkin : The Trees

LITERARY TERMS

- Allegory, Allusion, Anthesis, Epic, Epithet, Hyperbole, Terza Rima Metaphor, Metonymy, Oxymoron, Personification, Sperian Stanza, Satire, Free Paragraph

COURSE CONTENT

UNIT- I

- Five literary terms out of eight are to be attempted in about 50-60 words.

UNIT- II

- Short Answer type questions in about 50-60 words from prescribed text. Five out of seven are to be attempted.
- Long answer type questions in about 100-120 words from prescribed text. Three out of five are to be attempted.

UNIT- III

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

UNIT- IV

- Grammar
 - a. Choose the correct meaning
 - b. Complete the incomplete sentences
 - c. One word Substitution

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
6	0	0	6

OBJECTIVES: अध्ययन प्रक्रिया के समापन के उपरान्त विद्यार्थी:

- एकांकी के तत्वों के आधार पर समीक्षात्मक प्रश्न करेंगे।
- पाठ्य क्रम में दिए गए नाटक और एकांकी की परिभाषा, तत्व और वगीकरण पर आधारित दोनों विधाओं सम्बन्धी प्रश्न करेंगे
- व्यवहारिक व्याकरण सम्बन्धित प्रश्न का उत्तर करेंगे।
- निर्धारित विषय पर सार लेखन करेंगे।
- विराम चिह्नों का प्रयोग व्यवहारिक रूप में करेंगे।
- देवनागरी लिपि के विकास व गुणों को जानकर दोष व सुधारों के उपायों को तैयार करेंगे।

UNIT- I

- आदर्श एकांकी संग्रह सं. डा. संसार चन्द्र, पंजाब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़ द्वारा प्रकाशित।
क. एकांकी के तत्वों के आधार पर समीक्षात्मक प्रश्न ,सार-लेखन, चरित्र-चित्रण, उद्देश्य सम्बन्धी
ख.संदर्भ सहित व्याख्या नहीं पूछी जायेगी।

UNIT- II

- समीक्षा सिद्धान्त: केवल नाटक तथा एकांकी
- परिभाषा, तत्त्व और वर्गीकरण पर आधारित नाटक तथा एकांकी दोनों विधाओं सम्बन्धी प्रश्न पूछे जायेंगे

UNIT- III

- तकनीकी शब्दावली: केवल प्रशासकीय शब्दावली, (संलग्न शब्दावली।)
- निमंत्रण पत्र, विज्ञारित/विज्ञापन का अपतैयार करना
- देवनागरी लिपि: विकास गुण व दोष सुधर के उपाय

UNIT- IV

- व्यावहारिक व्याकरण
(क) समाकृति, भिन्नार्थक शब्द-युग्म

(ख) स्वर संधि एवं व्यंजन सन्धि

(ग) सन्धि-विच्छेद (केवल व्यावहारिक)

(घ) वाक्य शोधन

(ङ) विराम चिह्न

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. चन्द्र संसार (2006) आदर्श एकांकी संग्रह, पंजाब युनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़।
2. कुमार सुशील (2009) सामान्य हिन्दी, प्रयाग पुस्तक भवन, इलाहाबाद
3. सिंह बहादुर (2008) हिन्दी साहित्य का इतिहास, माधव प्रकाशन, यमुनानगर।
4. बाहरी हरदेव (2004) हिन्दी उद्भव विकास और रूप, किताब महल, इलाहाबाद।
5. दीक्षित भागीरथि (2003) समीक्षालोक, इन्द्रप्रस्थ प्रकाशन दिल्ली।
6. जैन निर्मला (2006) नई समीक्षा के प्रतिमान, नेशनल पब्लिशिंग हाउस, दिल्ली।
7. तिवारी भोलानाथ (2008) भाषाविज्ञान, किताबमहल एजेन्सीज़, इलाहाबाद।

CORE COURSE

(PUNJABI)

COURSE NAME: PUNJABI

COURSE CODE: EDU208

L	T	P	CR
6	0	0	6

OBJECTIVES

- ਇਸ ਪੇਪਰ ਦਾ ਉਦੇ ਵੇਦਿਆਰਥੀਆਂ ਨੂੰ ਮਧਕਾਲੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਸੰਬੰਧੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।
- ਕਹਾਣੀ ਰਾਹੀਂ ਵੇਦਿਆਰਥੀਆਂ ਦੇ ਅਨੁਭਵ ਨੂੰ ਹੋਰ ਡੂੰਘਾ ਬਣਾਉਣਾ ਹੈ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਸੰਬੰਧੀ ਤੱਥਾਂ ਨੂੰ ਹੋਰ ਸਪੂਟ ਕਰਨਾ ਹੈ।
- ਕਹਾਣੀ ਸਾਹਿਤ ਰੂਪ ਬਾਰੇ ਵਿਸਥਾਰਪੂਰਵਕ ਚਰਚਾ ਕਰਨਾ ਹੈ।

ਪਾਠਕ੍ਰਮ

- ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀਂ ਕਵਿਤਾ
- ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701 ਤੋਂ 1900 ਤੱਕ)

ਕੋਰਸ

- ਮੱਧਕਾਲੀ ਕਾਵਿ ਸੁਰੰਧੀਆਂ (ਸੰਪਾ.) ਡਾ. ਧਰਮ ਸਿੰਘ, ਪਬਲਿਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।

(ਨਿਰਧਾਰਤ ਕਵੀ : ਗੁਮਾਹ, ਕਵੀ ਸੋਧਾ, ਕਾਦਰਯਾਰ, ਸ਼ਾਹ ਮੁਹੰਮਦ ਅਤੇ ਭਗਵਾਨ ਸਿੰਘ)

- ਕਥਾ ਪ੍ਰਵਾਹ (ਸੰਪਾ.) ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਵਰ, ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।

UNIT- I

- (ੳ) ਮੱਧਕਾਲੀ ਕਾਵਿ ਸੁਗੰਧੀਆਂ (ਸੰਪਾ: ਡਾ. ਧਰਮ ਸਿੰਘ) ਪੁਸਤਕ ਵਿੱਚੋਂ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)
- (ਅ) ਨਿਰਧਾਰਤ ਕਾਵਿ- ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਕਵਿਤਾ ਦਾ ਵਿਧਾ ਦੱਸ ਕੇ ਸਾਰ ਕਰਨਾ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)

UNIT- II

- (ੳ) ਕਥਾ ਪ੍ਰਵਾਹ (ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਵਰ) ਪੁਸਤਕ ਵਿੱਚੋਂ ਘਟਨਾਵਾਂ, ਥੀਮ, ਪਾਤਰ ਚਿਤਰਨ ਤੇ ਕਥਾ ਜੁਗਤਾਂ ਸੰਬੰਧੀ ਪੁਨ (ਦੋ ਵਿੱਚੋਂ ਇੱਕ)
- (ਅ) ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚੋਂ ਕਿਸੇ ਇਕ ਕਹਾਣੀ ਦੀ ਸਾਹਿਤਕ ਪਰਖ (ਦੋ ਪੁਨਾਂ ਵਿੱਚੋਂ ਇੱਕ ਕਰਨਾ)

UNIT- III

- ਕਾਵਿ ਸੰਗ੍ਰਹਿ ਤੇ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚੋਂ ਲਘੂ ਉਸ਼ਤਰਾਂ ਵਾਲੇ ਪੁਨ (ਅੱਠ ਪੁਨਾਂ ਵਿੱਚੋਂ ਪੰਜ)
- (ਪੁਨ ਦਾ ਉਸ਼ਤਰ ਤਿੰਨ- ਚਾਰ ਸਤਰਾਂ ਤੋਂ ਵੱਧ ਨਾ ਹੋਵੇ)

UNIT- IV

- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701 ਈ: ਤੋਂ 1900 ਈ:) ਵਾਰ ਕਾਵਿ, ਜੰਗਨਾਮਾ ਅਤੇ ਕਿੱਸਾਸਾਹਿਤ (ਸੰਖਿਪ ਉਸ਼ਤਰਾਂ ਵਾਲੇ ਪੁਨ) (ਅੱਠ ਵਿੱਚੋਂ ਕੋਈ ਪੰਜ ਉਸ਼ਤਰ ਤਿੰਨ ਸਤਰਾਂ ਤੋਂ ਵੱਧ ਨਾ ਹੋਵੇ)
- ਨਿਰਧਾਰਿਤ ਕਵੀਆਂ ਉਸ਼ਤੇ ਨੋਟ (ਜੀਵਨ, ਰਚਨਾ, ਯੋਗਦਾਨ), (ਗੁਮਸ਼ਾਹ, ਕਾਦਰਯਾਰ, ਸ਼ਾਹਮੁਹੰਮਦ, ਭਗਵਾਨ ਸਿੰਘ) ਦੋ ਵਿੱਚੋਂ ਇੱਕ

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. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701-1900)- ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701-1900)- ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ— ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਭੂਾ ਵਿਭਾਗ (1972), ਪਟਿਆਲਾ।
4. ਜੰਗਨਾਮਾ ਸਿੰਘਾਂ ਤੇ ਫਰੰਗੀਆਂ— ਸੰਪਾ. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ (2001) ਭੂਾ ਵਿਭਾਗ, ਪਟਿਆਲਾ।

5. ਮੱਧਕਾਲੀ ਕਾਵਿ ਸੁਗੰਧੀਆਂ(ਸੰਪਾ.) ਡਾ. ਧਰਮ ਸਿੰਘ, ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ। (ਨਿਰਧਾਰਿਤ ਕਵੀ : ਹੂਮ ਸ਼ਾਹ, ਕਵੀ ਸੋਧਾ, ਕਾਦਰਯਾਰ, ਪ੍ਰਫੁੱਲ ਮੁਹੰਮਦ, ਭਗਵਾਨ ਸਿੰਘ)
6. ਕਥਾ ਪ੍ਰਵਾਹ (ਸੰਪਾ.) ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਵਰ, ਪਬਲੀਕੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।

CORE COURSE

(HISTORY)

COURSE NAME: WORLD HISTORY 1500- 1870 A.D.

COURSE CODE: EDU210

L	T	P	CR
6	0	0	6

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

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

COURSE CONTENT

UNIT- I

- The Renaissance and reformation: 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 and Russia
- Rise of Parliamentary government: the glorious revolution and its effects

UNIT- II

- The American revolution: its social, political and economic causes; its consequences
- 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
- The Industrial era: Industrial revolution (1750-1850); causes for its origins in England; New inventions; spread to Europe; impact on society
- Eastern Question: Greek war of Independence; Mehmat Ali and Egypt; Crimean war

UNIT- IV

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

MAP

1. Important historical places-Paris, London, Rome, Berlin, Frankfurt, Vienna, Waterloo and Moscow
2. Unification of Germany
3. Unification of Italy

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. 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
6	0	0	6

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

- Describe concept and meaning of social stratification.
- Explain elements of social stratification.
- Analyze the theories of social stratification.
- 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-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. 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

- Derive theorems related to differentiation and integration of transforms.
- Solve partial differential equations with general and charpits method.
- Derive vector transformation, vector integration and related problems.

- Explain velocities and accelerations in its varieties as prescribed in the courses.
- Derive motions on 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

- Vector Calculus, Vector differentiation, Gradient, divergence and curl. Vector Integration, theorems of Gauss, Green, Stokes and problems based on these Statics, Analytical conditions of equilibrium of coplanar forces. Virtual work, Catenary

UNIT- IV

- Dynamics: velocities and accelerations along radial and transversal directions, and along tangential and normal directions. Simple Harmonic motion, Elastic strings Motion on smooth and rough plane curves, motion in a resisting medium. Motion of particles of varying mass. Central Orbits, Kepler's law of Motion.

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. 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 of Rigid' Bodies. Cambridge University Press.
7. Loney, S.L. (1978). Statics. Macmillan and Company, London.
8. Murraray R.S. (1997). Vector Analysis. Schaum Publishing Company, New York.
9. Murray, D.A. (1967). Introductory Course on Differential Equations. Onent 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. Pothishala 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. Pothishala Pvt. Ltd., Allahabad.

CORE COURSE

(POLITICAL SCIENCE)

COURSE NAME: INDIAN POLITICS

COURSE CODE: EDU216

L	T	P	CR
6	0	0	6

OBJECTIVES: The students will be able to:

- 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
- Analyse the working of the Election Commission.
- Discuss the meaning of caste, its difference with polity, role of caste in election.
- Explain the meaning of religion and its relationship with politics, impact of religion, region and language on politics.
- 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 Shiromini Akali Dal, DMK, Telgu Desam,
- E-Governance in India: Advantages and Disadvantages of e-governance.

UNIT- II

- The Election commission: formation, functions and role
- Voting behaviour: 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

UNIT- IV

- Basic principles and determinants of Indian foreign policy
- Policy of Non-Alignment: Meaning and Relevance. Role of India in 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-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. 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,.
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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)

COURSE NAME: GEOGRAPHY OF PUNJAB

COURSE CODE: EDU218

L	T	P	CR
6	0	0	6

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 regional variations in select aspects.

COURSE CONTENT

UNIT- I

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

UNIT- II

- Population: numbers, 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, problem of industrialization, Road, rail and air transport, interstate trade

UNIT- IV

- Regional geography of Majiha, Doaba, Malwa & major characteristics of each 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-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. Gupta, S.P.(2005), The Punjab: An Overview. Ess Pee Publications, Chandigarh.
2. Johnson, B.L.C. (1980), India: Resources and Development. Arnold Heinemann, London.
3. Khullar, D.R. (2000), India: A Comprehensive Geography. Kalyani Publishers, New Delhi.
4. Mankoo, D.S.(1977), Geography of Punjab. Kalyani Publishers, Ludhiana.
5. Mavi, H.S. & Tiwana, D.S.(1993), Geography of Punjab. National Book Trust, New Delhi.
6. Singh, M. (1999), Geography of Punjab. Rashmeet Publications, Jalandhar.
7. Singh, R.L. (1971), India: A Regional Geography. National Geographical Society of India, Varanasi.

CORE COURSE

(ECONOMICS)

COURSE TITLE: DEVELOPMENT ECONOMICS

COURSE CODE: EDU222

L	T	P	CR
6	0	0	6

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

- Understand economic development.
- Discuss indicators of development
- Develop holistic view about social and economic indicators
- Apply different approaches of 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 Ginni 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-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. Chew, S. C. and R. A. Denmark. *The under development of Development*. Sage Publications. New Delhi.
2. Debraj, Ray. *Development 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.7th Edition.
6. Todaro, M. P. And Stephen C. Smith. *Economic Development*. Pearson Publications. 2011. Press Ltd.,

CORE COURSE

(PSYCHOLOGY)

COURSE NAME: EXPERIMENTAL PSYCHOLOGY- II

COURSE CODE: EDU224

L	T	P	CR
5	0	0	5

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-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. 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:

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

L	T	P	CR
0	0	2	1

SKILL ENHANCEMENT COURSE

COURSE NAME: DRAMA AND ART IN EDUCATION

COURSE CODE: EDU232

L	T	P	CR
2	0	0	2

OBJECTIVES: The student teacher will able to understand the

- Different Art forms – impact of Art forms on the human mind
- How to enhance 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
- Use of different skills for integrating different Art forms across school curriculum at secondary level
- 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 modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

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

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- Viewing/ listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT- III APPRECIATION OF ARTS

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education Identification of different performing Art forms and artists; Dance, Music and Musical.
- 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 its 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 any one 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, its 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 learnt during the course should be relevant to the student-teachers in their profession.

3. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred.
4. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences

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. 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
4. NROER- National Repository of Open Educational Resource, Department of School Education & Literacy, MHRD.
5. Living Craft tradition of India (Textbook in Heritage Crafts)NCERT
6. Exploring the Craft Tradition of India NCERT
7. Bharatiya Hastakalaki Paramparayen, NCERT
8. An Introduction to Indian Art, NCERT
9. Bharatiya Hastkala Paramparaki Khoj, NCERT
10. Craft Tradition of India (Textbook in Heritage craft for class XII)
11. Art Education- Teachers' Handbook for Class I, II, III, IV, V, VI, VII, VIII,IX
12. 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:

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

UNIT- I

- **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 Durrel-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 speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)

UNIT- III

- **Essays /Excerpts from literary texts (any one or two)**
 - *The Elephant, the Tiger and the Cellphone*-ShashiTharoor, Penguin, India.
 - *Nine Lives- In Search of the Sacred in Modern India*- William Dalrymple, Bloomsbury, London.
 - *Running in the Family*- Michael Ontage, Bloomsbury, London.
 - *Interpreter of Maladies*- (Title Story)- JhumpaLahari, Mariner Books.

UNIT- IV

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

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

- Language background of students.
- Nature of classroom discourse.
- Nature and need of communication skills including reading and writing
- 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 teachers 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– role of language laboratory in developing language skills,
- Planning and installing of language laboratory- basic requirement of language laboratory lab, Effective use of language lab.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Designing Games and exercise for developing Listening, Speaking, Writing and Reading Skills.
2. Organizing debates, Discussion, 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-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. 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 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 Whole Language. Edn. 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 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 student to:

- Understand the nature of assessment and evaluation and their role in teaching- learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner's competence and performance
- Acquire skill of constructing an achievement test.
- Devise marking, scoring and grading procedures.
- Devise ways of reporting on student performance.
- Analyses manage and interpret assessment data.
- 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- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Forms of assessment:-
 - (Formative, Summative, prognostic; diagnostic; Norm referenced;
 - Criterion referenced based on purpose)
 - (Teacher made; Standardized based on nature & scope)
 - (Oral, written, performance based on mode of response)
 - (Internal, External, self, peer, & teacher based on context)
 - Based on nature of information gathered (Quantitative, Qualitative)

UNIT- II ASSESSMENT FOR/OF/AS LEARNING

- Concept of Cognitive, Affective, Psychomotor domain of learning
- 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 & limitation

UNIT- III ASSESSMENT FOR LEARNING

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools– observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes– Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- 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
 - NPC – percentile, Skewness and kurtosis types and its uses
- Grading – Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching– learning process; Identifying the strengths & weakness of learners.
- Reporting student's performance– Progress reports, cumulative records, profiles and their uses, Portfolios.

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 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 test/ 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 the 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 table of specifications and administering it to 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-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. Linn, Robert and Norman E Gronland (2000). Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in 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 (8th 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 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 equipments in this room
- Danger points in the room
- Interruptions during 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	4	0	0	4
2.	Discipline Specific Electives	Compulsory	EDU341/ EDU343/ EDU345	History/ Sociology/ Mathematics	6	0	0	6
3.	Discipline Specific Electives	Compulsory	EDU347/ EDU359/ EDU353/ EDU355	Political Science/ Geography/ Economics/ Psychology	6/5	0	0	6/5
4.	Discipline Specific Electives	Compulsory	EDU357	Psychology Practical	0	0	2	1
5.	Generic Elective	Compulsory	EDU361/ EDU363/ EDU365	History and Culture of Punjab/ History and Culture of India/ MOOC Course	6	0	0	6
6.	Curriculum and Pedagogic Studies	Compulsory	EDU373/ EDU375/ EDU377	Pedagogy of Language- I (English)/ Pedagogy of Language- I (Hindi)/	4	0	0	4

				Pedagogy of Language- I (Punjabi)				
7.	Curriculum and Pedagogic Studies	Compulsory	EDU371/ EDU379	Pedagogy of Social Science- I/ Pedagogy of Mathematics- I	4	0	0	4
8.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU391	Observing PTM and Participating in PTM	0	0	1 Week	1
GRAND TOTAL								31

SKILL ENHANCEMENT COURSE

COURSE NAME: UNDERSTANDING ICT AND ITS USE IN TEACHING AND LEARNING

COURSE CODE: EDU331

L	T	P	CR
4	0	0	4

OBJECTIVES: The course will enable the student teachers to –

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- Use various ICTs for project based/problem based constructivist learning environment
- Explain the role of ICT in authentic and alternative assessment
- 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
- Recent development in ICT
 - Cloud computing
 - E- books
 - 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 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 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, spy ware, misuse, abuse, antivirus, firewall, and safe practices

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Creating account in wikispace/ wikipedia/ mediawiki and adding/editing content
2. Developing an educational blog in www.blogger.com, www.wordpress.com, or 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 equipments/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 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 various system and application software
21. Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it 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 screen cast video of a lesson
25. Creating a podcast using audacity and sharing it on podcasting site
26. Shooting, editing, and sharing of videos segment on any educational topic
27. Creating a simple 2D animation using pencil or Tupi
28. Creating and editing various graphics

29. Creating 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 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 out in schools
5. Hands on experience on 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-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. 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
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.

DISCIPLINE SPECIFIC ELECTIVE

(HISTORY)

COURSE NAME: HISTORY OF PUNJAB (1799-1966)

COURSE CODE: EDU341

L	T	P	CR
6	0	0	6

OBJECTIVES: After the completion of the semester, student teacher will be able to:

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

COURSE CONTENT

UNIT- I

- The Establishment and Expansion of Ranjit Singh's Empire: Political condition of the Punjab in the 1790s; conquests of the Sikh principalities; Subjugation of the Sutlej- Yamuna Divide and British intervention; Subjugation of the hill principalities; annexation of Afghan dependencies; Policy towards the defeated rulers; Extent of the Kingdom in 1839
- Administrative Organization of the Kingdom of Lahore: Central, Provincial and local administration; land revenue system. Jagirdari system, Dharmarth grants; judicial administration; Military organization; state policy towards agriculture, Manufacture and trade.

UNIT- II

- Annexation and After: First Anglo-Sikh War, Second Anglo-Sikh War; British administration 1845-1856.
- Socio-Religious Reform Movements in the late-Nineteenth Century: Christian evangelicals; the AryaSamaj; The Nirrankaris and the Namdharis; the Singh Sabhas and the Ahmadiyahs.

UNIT- III

- The Gurdwara Reforms and Akalis: Causes of the movement for reform; SGPC and the ShiromaniAkali Dal; Major Marches; Gurdwara legislation.
- 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 the Punjab.
- Guru Nanak Dev: life and teachings of Guru Nanak: concept of Langar; Sangat; Guru Gaddi; his views on position of women.
- Guru Arjun Dev: his contribution to the Panth; compilation of the Adi Granth; significance of the martyrdom of Guru Arjun Dev

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

- Prepare a report on struggle for sovereignty and role of Dal Khalsa
- 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 Lomgmann, 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

L	T	P	CR
6	0	0	6

OBJECTIVES: The student teacher will be able to:

- 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.
- Explain the problems and challenges of disadvantages sections of the 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 panchyat), 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

- Under privileged 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:

- Create a poster collage that demonstrates the wide variety of diversity within the India.
- Use an outline map of the India as a background.
- Preparation of power point presentation on renowned woman either at 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-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. 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

- Discuss integrals of various types
- Prove various theorems related with integral calculus.
- Explain improper integrals and their convergence along with various details of functions with their parameters.
- Discuss sequences and series of functions, uniform convergence.
- 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 book 'A Course of Mathematical Analysis' by Shanti Narayan, Twelfth edition]

UNIT- II

- Double and triple integrals, Fubini's 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 13.1 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, point wise 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 Riemann integration, uniform convergence and differentiation

UNIT- IV

- Weierstrass approximation theorem, power series, 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-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. Apostol, T.M. (1985). Mathematical Analysis. Narosa 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

L	T	P	CR
6	0	0	6

OBJECTIVES: After this semester, the student teacher will be able to:

- Explain the meaning of comparative government and politics.
- Explain the concept of rule of law in UK.
- Describe the salient features of the American political system.
- Describe the features, organization and working of 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 American political system, war of independence, framing of the constitution, bill of rights The constitutional framework Federal system

UNIT- IV

- Political parties and interest groups of U.K and U.S.A
- Voting behaviour and electoral process in U.K. and U.S.A.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

- Power point presentation on comparison of UK and USA political system
- 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-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. 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 Theuen 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)

COURSE NAME: WORLD REGIONAL GEOGRAPHY

COURSE CODE: EDU349

L	T	P	CR
6	0	0	6

OBJECTIVES: The student teacher will be able to

- Analyze the geographic dimensions of the world regions in terms of their political and administrative characteristics.
- 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:

1. Project report on physical and human resource base and their interface with economic development.
2. 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-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. 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
(ECONOMICS)

COURSE NAME: ECONOMICS OF DEVELOPMENT

COURSE CODE: EDU353

L	T	P	CR
6	0	0	6

OBJECTIVES: The student teacher will be able to:

- Differentiate between economic growth and economic development.
- Analyze the various model and strategies of economic growth.
- Describe the concept of economic development.
- State the meaning of sustains 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 under developed 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:

- Submit a report on sustain development
- Group discussion on Unemployment in under developed 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-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. 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 Economic. 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: EXPERIMENTAL PSYCHOLOGY

COURSE CODE: EDU355

L	T	P	CR
5	0	0	5

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-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. 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:

- Word Association Test.
- Adjustment Inventory.
- Raven's Progressive Matrices/ Cattell's Culture Fair Intelligence Test.
- Measurement of Attitudes.
- Measurement of Interests.
- Locus of Control.
- Submit a report on Causes of Abnormal Behaviour
- 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

- Explain the concepts like colonialism and nationalism in the context of history and Culture of Punjab in the nineteenth and twentieth century.
- Describe the various movements of National importance.

UNIT- I

- Causes and consequences of the first Anglo- Sikh war
- Annexation of the 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, uprising of 1907 and 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-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. Singh, F. (1987), History and Culture of the Punjab. Part II, Publication Bureau, Punjabi University, Patiala.
2. Singh, F. (1974), Freedom Struggle in the 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 the 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
10. Gupta, K.K. (2007), History and Culture of Punjab. Mohindra Publishing House, Chandigarh.
11. Rai, R. (2007), History and Culture of the Punjab. New Academic Publisher, Jalandhar
12. 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

- Explain the cultural changes and social and religious reform movements in the nineteenth and twentieth century.
- Discuss about nationalism and trends
- Describe Gandhian Nationalism, ideas and movements
- Describe the various movements of National importance.
- Understand about nationalism and social groups

COURSE CONTENT

UNIT- I CULTUREAL CHANGES AND SOCIAL AND RELIGIOUS REFORM MOVEMENTS

- The advent of printing and its implications
- Reform and Revival: Brahma 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, 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 Jalianwala 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.
- 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-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. 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 Zelliot, 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, 2nd 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 teacher to join any MOOC course related to education and produce 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, Government of India has also launched an indigenous platform, SWAYAM.

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is basically 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 with the objective of taking “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. Credit course is a course taught for at least one semester as part of a subject. Non-credit courses include courses such as 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, any time.

- **Course fee:** Courses offered via SWAYAM are free of cost for residents of India. However, in order to obtain 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.

CURRICULUM AND PEDAGOGIC STUDIES

(SOCIAL SCIENCE)

COURSE NAME: PEDAGOGY OF SOCIAL SCIENCE- I

COURSE CODE: EDU371

L	T	P	CR
4	0	0	4

OBJECTIVES: To enable the student teachers to

- Explain the nature and concept of social science.
- Identify various methods, device and techniques of teaching social sciences at various levels.
- Identify and use variety of learning experiences and instructional materials in Teaching of social science
- Describe the various innovative techniques of evaluation used in teaching social science.

COURSE CONTENT

UNIT- I

- Social science: concept, nature and scope, rationale for a social studies programme at the elementary school
- Aims and objectives of teaching social science
- Principles of organizing social science curriculum
- Approaches of organizing social science curriculum – concentric, topical and unit approach

UNIT- II

- Need importance, and use of audio visual aids – chalk board , flannel board , bulletin board, maps, globe, pictures, models, charts, graphs, time lines, over head projector, flash cards, scrap book, exhibition
- Social science room – need and importance and equipment

UNIT- III

- Devices and techniques of teaching social studies – exposition, explanation, narration, description, illustration, questioning, assignment, seminar and field trip

UNIT- IV

- Evaluation procedures used in teaching of social science, types of questions, diagnostic approach and remedial teaching used in teaching social science
- Construction of lesson plan in social science-need, importance, steps and essentials of a good lesson plan.

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-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. Shaida, B.D.(1962), 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

- **Language and Society-** Language and Power; Language and Class (society); Language and Identity; Language and Gender.
- **Language in School-** Home language and school language- Medium of understanding; Multilingual and multicultural classroom; Difference between language as a school subject and language as a Medium of Instruction; Centrality of language in curriculum- Different school subjects as registers of language.

UNIT- II ROLE AND POSITION OF LANGUAGES- CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION

- Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- **Role of English language in the Indian context** - English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

UNIT- III LANGUAGE TEACHING- AN OVERVIEW

- **Different approaches/theories to language learning & teaching** - Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Western and Indian overview of language learning (John Dewey, Bruner, J.Piaget, L. Vygotsky, Chomsky, Krashen), (Gandhi Ji, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, Radhakrishnan, Giju Bhai Bhadeka)

- **A critical analysis of the evaluation of language teaching methodologies**-Grammar translation method, Structural method, Direct method, Audio-lingual method, Natural method; Communicative approach, Whole language approaches- Task based approach, Thematic Approach etc.

UNIT- IV LINGUISTIC BEHAVIOUR AND SYSTEM AND DEVELOPING LANGUAGE SKILLS

- **Linguistic Behaviour**- language as a rule governed behaviour and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- **Linguistic system**- the organisation of sounds; the structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Phonetics, Syntax and semantics; etc.
- **Grammar in context; vocabulary in context.**
- **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

- Discussion on
 - Position paper on ‘Teaching of English’
 - Position paper on ‘Teaching of Indian Languages’
 - ‘Multilingualism as a resource’
 - Analysis of advertisements aired on Radio/Television on the basis of language and gender.
- Discuss in groups how the role of English language has changed in the 21st century.
- Topic for Debate- Globalisation & English
- Discussion on the topic ‘War begins When Words Fail’
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on ‘English Language in India’.

Project

- Take a few passages from science, social-science and maths text books of classes VI to VII and analyze:
 - How the different registers of language have been introduced?

- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner friendly?
- Is the language too technical?
- Does it help in language learning?
- Now write an analysis based on the above issues.
- Do a survey of five schools in your neighbourhood to find out –
 - Level of Introduction of English
 - 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.
- 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.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Discussion on the topic ‘Mother Tongue and Other Tongue’
- Do a comparative study of 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

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CURRICULUM AND PEDAGOGIC STUDIES

COURSE NAME: PEDAGOGY OF HINDI- I

COURSE CODE: EDU375

L	T	P	CR
4	0	0	4

OBJECTIVES

- भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना।
- भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना।
- भावी शिक्षकों में हिन्दी शिक्षोपरान्त अपेक्षित कुशलताओं का विकास करना।
- भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न कक्षोत्तर भाषिक एवम् साहित्यिक क्रियाओं के आयोजन की क्षमता का विकास करना।
- सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना।

UNIT- I

- भाषा— अर्थ, आधार एवं प्रकृति
- देवनागरी लिपि की विशेषताएं एवं सीमाएँ
- हिन्दी भाषा का महत्त्व—मातृभाषा एवम् राष्ट्रीय भाषा के रूप में
- हिन्दी शिक्षण के सामान्य एवम् स्तरानुकूल; विशिष्ट उद्देश्य
- भाषा शिक्षण के सामान्य सि(न्त एवं सूत्रा

UNIT- II

- बोलचाल की शिक्षा— महत्त्व उद्देश्य एवं विधियाँ
- उच्चारण की शिक्षा— महत्त्व, उच्चारण दोष के कारण, उपाय
- व्याकरण शिक्षण— महत्त्व, उद्देश्य एवं विधियाँ
- लेखन शिक्षण— महत्त्व, उद्देश्य एवं विधियाँ

UNIT- III

- गद्य शिक्षण— उद्देश्य, सोपान एवम् विधियाँ
- पद्य शिक्षण— उद्देश्य, सोपान एवम् विधियाँ
- वाचन शिक्षण— उद्देश्य, वाचन मन्दता के कारण एवं उपाय

UNIT- IV

- दृश्य- श्रव्य साधन- प्रयोग एवं महत्त्व
- पाठ्य- पुस्तक की विशेषताएँ एवं हिन्दी शिक्षण में पाठ्य- पुस्तक का महत्त्व
- भाषा शिक्षण में पुस्तकालय की उपयोगिता
- हिन्दी अध्यापक के गुण
- हिन्दी में मूल्यांकन एवं परीक्षाएँ- अभिप्राय, महत्त्व व विविध प्रकार
- गृहकार्य- स्वरूप, संशोधन प्रक्रिया एवं विधियाँ
- प्रश्न पत्रा निर्माण- आदर्श प्रश्न पत्रा के सि(न्त
- सूक्ष्म- शिक्षण-अभिप्राय एवं कौशल-अनुशीलन प्रश्न कौशल, व्याख्या कौशल, उद्दीपन परिवर्तन,कौशल, दृष्टांत व्याख्या कौशल, पुनर्बलम कौशल

SUGGESTED READING

1. खन्ना, ज्योति ;2009द्व, हिन्दी शिक्षण, धनपतराय एण्ड कम्पनी, नई दिल्ली ।
2. शर्मा, डी. के. ;1999द्व, हिन्दी शिक्षण विधियां, टण्डन पब्लिकेशनज, लुधियाना ।
3. रमन बिहारी लाल ;1996-97द्व, हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।
4. शर्मा, डी. एल. ;1992द्वए हिन्दी शिक्षण, देव नागर प्रकाशन, जयपुर ।
5. भाटिया के.के. और नारंग, सी. एल. ;1989द्व, आधुनिक हिन्दी विधियां, प्रकाश ब्रदरज पब्लिशर, लुधियाना ।
6. सिन्हा प्रसाद शत्रुघ्न ;1964द्व, हिन्दी भाषा की शिक्षण विधि, दिल्ली पुस्तक सदन, पटना ।
7. प्रसाद केशव ;1976द्व, हिन्दी शिक्षण, धनपतराय एण्ड सन्स, दिल्ली ।
8. सफाया रघुनाथ ;1986-97द्व, हिन्दी शिक्षण विधि, पंजाब किताब घर, जालंधर ।
9. सूद विजय ;1997द्व, हिन्दी शिक्षण विधियाँ टण्डन पब्लिशेशन, लुधियाना ।
10. सिंह सावित्री ;1997द्व, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ
11. क्षत्रिय के ;1968द्व, मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
12. जीत योगेन्द्र भाई ;1972द्व, हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
13. वर्मा, वैधनाथ प्रसाद ;1973द्व, हिन्दी शिक्षण, प(ति, बिहार हिन्दी ग्रन्थ अकादमी, पटना ।
14. जय जसवन्त सिंह ;1975द्व, आधुनिक हिन्दी शिक्षण, प(ति, न्यू बुक कम्पनी, जालन्ध्रं

COURSE NAME: PEDAGOGY OF PUNJABI- I

COURSE CODE: EDU377

L	T	P	CR
4	0	0	4

OBJECTIVES

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
- ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਵਿਚ ਸਹਾਈ ਹੋਣਾ।
- ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿਚ ਸਹਾਇਤਾ ਕਰਨਾ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ।
- ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ-ਕਹਾਣੀ, ਕਵਿਤਾ, ਲੇਖ ਆਦਿ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਬੱਚਿਆਂ ਅੰਦਰ ਪੁਸਤਕਮਾਲਾ ਵਿੱਚੋਂ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪ੍ਰੇਰਨਾ ਪੈਦਾ ਕਰਨਾ।

UNIT- I

- ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ।
- ਲਿਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ।
- ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿਚ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਮਹੱਤਵ।

UNIT- II

- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਠੀਕਤੀ ਦੇ ਵਿਕਾਸ ਨਹੀਲੋੜੀਂਦੇ ਅਭਿਆਸ।
- ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅੱਠ੍ਹੇ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦ ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ)।
- ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ-ਸੂਖਮਪੜ੍ਹਾਈ ਤੇ ਸਬੂਲ ਪੜ੍ਹਾਈ (ਉੱਚੀ ਪਾਠ ਤੇ ਮੋਨ ਪਾਠ)
- ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਲਿਖਤੀਕੰਮ।

UNIT- III

- ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ - ਕਵਿਤਾ ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
- ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ-ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।

- ਸ਼ਬਦਾਵਲੀ ਦੀ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ, ਅਸੁਧ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।
- ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ-ਵਿਧੀਆਂ ਤੇ ਭਾਸ਼ਾਈ ਮਹੱਤਤਾ।
- ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਲਿਖਤੀਕੰਮ।

UNIT- IV

- ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ-ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਆਲੋਚਨਾ।
- ਭਾਸ਼ਾ ਪੁਸਤਕਕਾਲਾ-ਮਹੱਤਵ ਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ।
- ਦ੍ਰਿਸ਼ਟੀ-ਸ਼੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ, ਕਿਸਮਾਂ ਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ।
- ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ-ਆਧੁਨਿਕ ਧਾਰਨਾ, ਮਹੱਤਵ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿਚ
- ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ ਅਤੇ ਪ੍ਰਸ਼ਨਾ ਦੀਆਂ ਕਿਸਮਾਂ।
- ਪਾਠ ਯੋਜਨਾ-ਉਦੇਸ਼ਾਂ ਅਤੇ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਣ, ਵਾਰਤਕ)
- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ।

SUGGESTED READINGS

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
2. ਪੰਜਾਬੀ ੱਬਦ ਰੂਪ ਅਤੇ ੱਬਦ ਜੋੜ ਕੌਠ : ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ।
3. ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ : ਡਾ. ਜਸਵੰਤ ਸਿੰਘ ਜਸ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਕ : ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ।
5. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ - ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਪਰਮਿੰਦਰ ਸਿੰਘ, ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ ਲਾਹੌਰ ਬੁੱਕ ੱਪ, ਲੁਧਿਆਣਾ।
6. ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੇਂ ਪੰਜਾਬੀ ਕਵਿਤਾ - ਡਾ. ਪ੍ਰੀਤਮ ਸਿੰਘ (ਸੰਪਾ.) ਪਬਲੀਕੇਠਨ ਬਿਊਰੋ, ਚੰਡੀਗੜ੍ਹ।
7. ਪੰਜਾਬੀ ਅਧਿਐਨ ਦੇ ਮੁਢਲੇ ਸੰਕਲਪ - ਜੀਤ ਸਿੰਘ ਜੋਠੀ, ਵਾਰਸ ੱਹ ਫਾਊਂਡੇਠਨ, ਅੰਮ੍ਰਿਤਸਰ - 1999
8. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਣ-ਡਾ. ੱਰਦੇਵ ਸਿੰਘ ਗਿੱਲ ਲੋਕਗੀਤ ਪ੍ਰਕਾਠਨ, 2006

CURRICULUM AND PEDAGOGIC STUDIES

L	T	P	CR
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COURSE NAME: PEDAGOGY OF MATHEMATICS- I

4	0	0	4
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COURSE CODE: EDU379

OBJECTIVES: The course will enable the student teachers to -

- Develop insight into the meaning, nature, scope and objective of mathematics Education;
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource;
- Appreciate the process of developing a concept;
- Appreciate the role of mathematics in day-to-day life;
- Understand that mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct students' thinking;
- See mathematics as something to talk about, to communicate through,
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning of mathematics through various measures;
- Focus on understanding the nature of children's mathematical thinking through direct
- Observations of children's thinking and learning processes;
- Examine the language of mathematics, engaging with research on children's learning in specific areas; and

UNIT- I NATURE AND SCOPE OF MATHEMATICS

- Meaning and building blocks of mathematics-undefined terms, definitions, axioms, theorems; the nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications - necessary and sufficient conditions, a mathematical statement and its variants—converse, inverse and contra positive, compound propositions; Venn diagram; proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian

mathematicians; Aesthetic sense in mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

UNIT- II EXPLORING LEARNERS

- Cultivating learner's sensitivity like 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, designing curriculum at different stages of schooling, some highlights of curriculum like vision of school mathematics, 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.
- 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; Non examples; Planning and implementation of strategies for teaching a mathematical concept like Activity based method, Inductive-deductive method etc.; Problem posing and solving, discovering or exploring various options for solving the problems; formulation of conjecture and generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

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 to discuss about 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-
 - i. Problems in teaching and learning of mathematics
 - ii. Fear of mathematics
4. Prepare a report about your observations.
5. Develop a topic that meets the expectations of *Vision Statement* in the Mathematics Focus Group Paper (of NCF 2005). Based on it interact with a group of students. Prepare a report based on the following points-
 - i. Recall how the topic was taught to you in your school. See what is same and
 - ii. What is different as far as learning of the topic is concerned?
 - iii. Did the students enjoy learning the topic? How do you know that?

FIELD ENGAGEMENT/ INTERNSHIP/ DEVELOPING CRITICAL SKILLS

COURSE NAME: OBSERVING PTM AND PARTICIPATING IN PTM

COURSE CODE: EDU391

L	T	P	CR
0	0	1	1

Duration: 1 Week

Note: Field engagement will be done in consultation with the higher authority and with the consent of the schools.

All the types of observational records will be considered:

Field notes and Running records

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	
9.	Skill Enhancement Course	Compulsory	EDU332	Understanding Self and Personality Development	4	0	0	4
10.	Discipline Specific Electives	Compulsory	EDU342/ EDU344/ EDU346	History/ Sociology/ Mathematics	6	0	0	6
11.	Discipline Specific Electives	Compulsory	EDU348/ EDU350/ EDU354/ EDU356	Political Science/ Geography/ Economics/ Psychology	6/5	0	0	6/5
12.	Discipline Specific Electives	Compulsory	EDU358	Psychology Practical	0	0	2	1
13.	Discipline Specific Electives	Compulsory	EDU362/ EDU364/ EDU366/ EDU368	History and Culture of Punjab/ MOOC Course/ Yoga Meditation/ Computer Education	6	0	0	6
14.	Curriculum and Pedagogic Studies	Compulsory	EDU374/ EDU376/	Pedagogy of Language- II (English)/	4	0	0	4

			EDU378	Pedagogy of Language- II (Hindi)/ Pedagogy of Language- II (Punjabi)				
15.	Curriculum and Pedagogic Studies	Compulsory	EDU380/ EDU382/ EDU384	Pedagogy of Social Science- II/ Pedagogy of Mathematics- II	4	0	0	4
16.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU392	Pre- Internship	0	0	4 Weeks	4
GRAND TOTAL								34

SKILL ENHANCEMENT COURSE

COURSE NAME: UNDERSTANDING SELF AND PERSONALITY DEVELOPMENT

COURSE CODE: EDU332

L	T	P	CR
4	0	0	4

OBJECTIVES: The course will enable the student teachers to:

- Gain an understanding of the central concepts in defining ‘self’ and ‘identity’.
- Reflect critically on factors that shape the understanding of ‘self’.
- Build an understanding about themselves, i.e. the development of self as a person as well as a teacher.
- Reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher.
- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience within themselves to deal with conflicts at different levels and learn.
- To draw upon collective strengths to live in harmony with one’s surroundings.
- 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 own self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding about 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 own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one’s self and surroundings
- Understanding the role of 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 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 own childhood and adolescent years of growing-up
- Facilitating 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, humour, 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 component to enhance student-teachers understanding of body and mind.

PRACTICUM

- Developing self- awareness as a teacher (individual/group activity)
- Exploring the ‘known and unknown’ self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting, recording and sharing of critical moments in one’s life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one’s strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation

- Practising 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-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. Bhatt, H. *The diary of a school teacher*. An Azim Premji University Publication.
2. Retrieved from 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)

COURSE NAME: WORLD HISTORY 1871- 1956 AD

COURSE CODE: EDU342

L	T	P	CR
6	0	0	6

OBJECTIVES: The students will be able to:

- Explain the concepts like Imperialism, Nationalism, Communism, Fascism and Modernization.
- Describe the history of modern Europe, U.S.A., China and Japan.
- 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
- The Great depression of 1929: causes of the Great depression in the USA; its spread to Germany, France and Britain, its impact; Roosevelt's new deal

UNIT- IV

- **Fascism and Nazism:** circumstances responsible for 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

- a. Important historical places: Geneva, Washington, Tokyo, Versailles, Constantinople, Peking, Beijing, Manchuria, Nanking, Frankfurt, Johannesburg, Cairo, And Jerusalem
- b. Europe on the eve of world war- I
- c. 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 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-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. 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 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

OBJECTIVES: The students will be able to:

- Explain the concept and levels of social disorganization.
- 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, 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-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

L	T	P	CR
6	0	0	6

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)

COURSE NAME: ABSTRACT ALGEBRA

COURSE CODE: EDU346

L	T	P	CR
6	0	0	6

OBJECTIVES: The students will be able to:

- Explain various Groups and Theorems.
- Discuss Rings, Subrings in details like Gaussian and Polynomial Rings.
- Define and Exemplifiers Vector Spaces, Subspaces of various types along with the related theorems.
- Discuss Linear Transformation, Linear Maps, and Matrices.

- 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, inverse of a linear transformation, the space $L(u, v)$, composition of linear maps, matrix associated with a linear map, linear map associated with a matrix, Dimensions of matrix. Rank and nullity of a matrix
- Characteristic roots and characteristic vectors, of a matrix, nature of characteristic roots of special types of matrices, relation between algebraic and geometric multiplicities of a characteristic root. Minimal polynomial of a matrix, orthogonal reduction of real symmetric matrices, unitary reduction of Hermitian matrices, similarity of matrices, diagonalization of matrices.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Make a study on Abstract Algebra for high school teachers: an experiment with 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-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. 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

COURSE CODE: EDU348

OBJECTIVES: The students will be able to:

- Explain the meaning and approaches to international politics.
- Analyze relevance of Idealist and Realist theories in contemporary international politics.
- Discuss meaning and genesis of collective security, and dilemma and relevance of collective security.
- Describe the working of the United Nations.
- Define the concept of uni- polarity, bi-polarity and multi-polarity.
- Explain the restructuring of world economic relations in the light of Globalization.
- Discuss need and emergence of various regional organizations.

COURSE CONTENT

L	T	P	CR
6	0	0	6

UNIT- I

- Meaning, nature and scope of international politics Realist and idealist approaches to international politics.

UNIT- II

- Balance of power- Meaning, Characteristics, relevance of balance of power in contemporary times. National power: its elements Collective Security- meaning, characteristics, basic assumptions of collective security.

UNIT- III

- 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 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-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. 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. 6th 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
6	0	0	6

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), role of the public sector in Indian economy. Transport: Rail, Road, Airways and Waterways and International Trade.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. Visit to different Industries and prepare a report
2. Visit to 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-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. 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. & Learmonth, 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.

DISCIPLINE SPECIFIC ELECTIVE

(ECONOMICS)

COURSE NAME: INDIAN ECONOMY

COURSE CODE: EDU354

L	T	P	CR
6	0	0	6

OBJECTIVES:

- The course acquaints the students with the features and problems of Indian Economy.
- Students will understand the national planning system, foreign trade, problems of Indian agriculture and industry in addition to the emerging issues faced by the Indian economy.

COURSE CONTENT:

UNIT- I

- Structure of Indian Economy: National Income and Trends, Sectorial contribution, Inter-state variation of National income in India. Capital Formation and Economic Development in India
- Human resources and economic development in India: Size and growth rate of population in India, Demographic features of India's Population, Population Policy in India, Family Planning and welfare programme in India.
- Poverty Line and various measures to Control Poverty.

UNIT- II

- Economic Planning in India: Review of first ten Five Year Plans in India, Resources mobilization during different plans. Eleventh five year plan: objectives, target and achievement and its critical analysis. Twelfth five year plan: objectives, target and achievement, issues for approach to the twelfth plan, Financing for various sector under 12th plan.

UNIT- III

- Basic Issues in Agriculture: Role, nature and Emerging trends; Trends in agricultural production and productivity; Factors determining productivity; Remedies measures to raise agriculture productivity in India, Agriculture sustainability and development during plan period.

UNIT- IV

- Issues in Industrial Development: Industrial development during planning period; Review of Industrial policy of 1948, 1956, 1977 and new industrial policy; Industrial policy reforms 1992- 93 onwards. Small scale and Cottage industries in India and MSME; Public sector in India- its role, growth, performance, problems; Issue of privatization. Reforms in Taxation system in India.

INDIVIDUALIZED SESSIONAL WORK: It will include the following activities:

1. The class will be divided into groups constituting of 5 to 6 students and each team will be given an assignment for power-point presentation.
2. The project work e.g. a locality may be identified and a sample survey be taken up to study relationship between poverty & unemployment in that region.
3. Survey on Small scale and Cottage industries in India and MSME
4. Make a comparison of different Rating agencies reports on Development Index related to different fields.

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. Kapila, Uma, Indian Economy: Programme and Policies, Academic Foundation, New Delhi,2015.
2. Dutt, Ruddraand, K.P.M. Sundharam. *Indian Economy*. New Delhi: S. Chandand Company Ltd. 2015.
3. Misra, S.K. &V.K. Puri. Indian Economy. Himalayan Publishing House. 2015.
4. Wadhawa, C.D. *Some Problems of India's Economic Policy*, New Delhi: Tata McGraw Hill Publishing P. Ltd.

**DISCIPLINE SPECIFIC ELECTIVE
(PSYCHOLOGY)**

COURSE NAME: ABNORMAL PSYCHOLOGY

COURSE CODE: EDU356

L	T	P	CR
5	0	0	5

OBJECTIVES: The students will be able to understand:

- Anxiety, Phobias, types of disorders and its classification.
- Different types of Therapies and its application according to the type of Mood Disorder.
- 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-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. 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

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.

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GENERIC ELECTIVE

COURSE NAME: HISTORY AND CULTURE OF PUNJAB

COURSE CODE: EDU362

L	T	P	CR
6	0	0	6

OBJECTIVES: The students will be able to:

- Explain the development in social and economic life of Punjab after achieving independence
- Explain the development in education and literature in Punjab after independence.
- Describe the new trends in social and economic life of Punjab.

COURSE CONTENT

UNIT-I

- Significant developments leading to independence Impact of partition on Punjab

UNIT II

- 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 to a Historical place.
2. Celebration of National days like Independence Day, Holocaust day in the campus.
3. Write 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-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. 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 the 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

COURSE NAME: MOOC COURSE

COURSE CODE: EDU364

L	T	P	CR
6	0	0	6

NOTE:

It will be mandatory for pupil teacher to join any MOOC course related to education and produce 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: YOGA MEDITATION

COURSE CODE: EDU366

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable the student teachers to:

- Understand the concept of health education, its various dimensions and determinants for all round development.
- Know the health status, health problems and remedial measures.
- The concept of eating habits and eating disorders
- Form right habits about exercise, games and sports, sleep, rest and relaxation.
- Know various policies and programmes related to health, physical education and yoga.
- 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, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, malnutrition, obesity.
- Dietary requirements of 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 Tournament, 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:

1. Research Project on the effects of yoga on physical health and psychosomatic diseases.
2. 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
3. Organisation of games and sports tournaments.
4. Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation.
5. 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-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. K. Park, “Preventive and Social Medicine” Banarsidas Bhanoth, Publishers Nagpur Road, Jabalpur, India.
2. NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.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 Sports” Tata McGraw Hill,

Pvt. Ltd., New Delhi

6. John E. Mixton, Ann E. Jewett, "An Introduction to Physical Education, W.B. Saunders Company, London
7. John Cheffers, Tom Evaul, "Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood" New Jersey
8. Bette J., Logdson & Others, "Physical Education for Children", Lea & Febiger, Philadelphia
9. Roberts S. Weinberg & Daniel Gould, "Foundation of Sports and Exercise Psychology", Human Kinetics Publication
10. A.K. Uppal, Lawrence Gray Kumar, "Biomechanics in Physical Education and Exercise Science" Friends Publication, New Delhi
11. Jack H. Wilmore, David L. Costill, W. Larry Kenney, "Physiology of Sports and Exercise" Human Kinetics Publication
12. M.M. Ghore, "Anatomy and Physiology of Yogic Practices" Lonavala Yoga Institute, Lonavala
13. Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala
14. "Yogasana" Morarji Desai National Institute of Yoga, New Delhi
15. "Pranayama" 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, difference in conventional and e-Learning, Model of e-Learning, e-Tutoring.

UNIT- III

- Lesson planning-Need and importance of lesson plans, steps of 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: EDU656

L	T	P	CR
4	0	0	4

OBJECTIVES: To enable the student teachers to

- Explain the nature and concept of social science.
- Identify various methods, device and techniques of teaching social sciences at various levels.
- Identify and use variety of learning experiences and instructional materials in Teaching of social science
- Describe the various innovative techniques of evaluation used in teaching Social science.

COURSE CONTENT

UNIT- I

- Social science: concept, nature and scope, rationale for a social studies programme at the elementary school
- Aims and objectives of teaching social science
- Principles of organizing social science curriculum
- Approaches of organizing social science curriculum – concentric, topical and unit approach

UNIT- II

- Need importance, and use of audio visual aids – chalk board , flannel board , bulletin board, maps, globe, pictures, models, charts, graphs, time lines, over head projector, flash cards, scrap book, exhibition
- Social science room – need and importance and equipment

UNIT- III

- Devices and techniques of teaching social studies– exposition, explanation, narration, description, illustration, questioning, assignment, seminar and field trip

UNIT- IV

- Evaluation procedures used in teaching of social science, types of questions, diagnostic approach and remedial teaching used in teaching social science
- Construction of lesson plan in social science-need, importance, steps and essentials of a good lesson plan.

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-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

7. Shaida, B.D.(1962), Teaching of Social Studies. Panjab Kitab Ghar, Jalandhar.
8. Kochhar, S.K.(1983), Teaching of Social Studies. New Delhi: Sterling Publications, New Delhi.
9. Kohli, A.S.(1996), Teaching of social studies. Anmol Publishers, New Delhi.
10. Taneja, V.K.(1992), Teaching of Social Studies. Vinod Publishers, Ludhiana.
11. Aggarawal, J.C. (1982), Teaching of Social Studies. Vikas Publishers, New Delhi.
12. 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

L	T	P	CR
4	0	0	4

UNIT- I LANGUAGE, LITERATURE AND AESTHETICS– I

- **Different creative forms of English Language** - Literature, media and translation; Understanding different forms of literature; Literature in the school curriculum: needs, objectives and relevance; role and relevance of media in school curriculum; Translation: importance and need, Translation as a creative activity.

UNIT- II LANGUAGE, LITERATURE AND AESTHETICS– II

- **Teaching different texts: Poetry, Prose, Drama**– Teaching of prose, poetry and drama; the study of contemporary English and Indian literature; Developing tasks, activities and materials for lesson design.

UNIT- III DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

- Understanding the relationship between curriculum, syllabus and textbook; Selection of materials and developing activities and tasks as per the differentiated needs of the learners (Connecting learning to the world outside; Moving away from rote-learning to constructivism) Teacher as a researcher and facilitator- keeping in view the inclusive classroom.

UNIT- IV TEACHING- LEARNING MATERIALS AND ASSESSMENT- ITS ROLE AND IMPORTANCE

- Print media; Other reading materials such as learner chosen texts, Magazines, News Papers, Class libraries etc., ICT- audio-visual materials, internet including CALL programmes; Radio, T.V., Films; Planning activities such as discussion, debates, workshops, seminar etc.; Language labs etc.
- Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self- evaluation; Peer evaluation; Group evaluation.
- Typology of questions; activities and tasks (open ended questions, MCQ, true and false etc.) reflecting- Problem solving, creative and critical, thinking, Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers

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 phenomena e.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 on the basis of 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 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 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.
 - i. Study the key points of the 1st term assessment of any student of Class VI
 - ii. Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.
27. **Action Research**
 - i. Identify and list Language (English) related errors common among students.
 - ii. Prepare a list of idioms, proverb in English
 - iii. Teaching any creative piece in the classroom on the basis of (a) level of the students (b) perspective teachers

- iv. Prepare an outline for action research on the basis of your experience of the difficulties faced during 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-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. 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, October2008.
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 Delhi2015
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 Child's 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 अलग- अलग भूमिकाओं को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- विद्यार्थियों की सर्जनात्मक क्षमता को पहचानना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- भाषा सीखने और सिखाने के सर्जनात्मक दृष्टिकोण को समझना।

UNIT I: हिंदी उच्चारण शिक्षण

- उच्चारण अवयव/ स्थान
- हिंदी की मानकध्वनियाँ एवं वर्गीकरण (स्वरव्यंजन)
- बलाघात, स्वराघात, अनुतान
- अशुद्ध उच्चारण के कारण, उनके प्रकार एवं सुधार के उपाय

UNIT II: हिंदी शब्द और शब्द- रचना

- शब्द और उसके प्रकार:
 - (क) अर्थ की दृष्टि से (एकार्थी अनेकार्थी पर्यायवाची विलोम)
 - (ख) प्रयोग की दृष्टि से (सामान्य, तकनीकी)
 - (ग) इतिहास की दृष्टि से (तत्सम, तद्भव, देशज और विदेशी)

- शब्दरचना: उपसर्ग, प्रत्यय, संधि और समास की अवधारणा और शब्द रचना में इनकी भूमिका
- शब्दशक्तियाँ, मुहावरे और लोकोक्तियों का भाषा शिक्षण में महत्व।

UNIT III: पाठ्यक्रम पाठ्य सामग्री का निर्माण और विश्लेषण तथा शिक्षण अधिगम सामग्री

- पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध
- पाठ्यक्रम का निर्माण एवं पाठ्यपुस्तक का विकास (माध्यमिकस्तर पर)
- भाषा की पाठ्यपुस्तक की विशेषताएँ
- पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण एवं मूल्यांकन
- रटंत प्रणाली से निर्मितवादी उपागम की ओर
- प्रिंट मीडिया एवं अन्य पठन सामग्री।
- पत्रिकाएँ समाचार पत्र, कक्षा पुस्तकालय, सूचना प्रौद्योगिकी एवं श्रव्य-दृश्य सामग्री रेडियो, दूरदर्शन, फिल्म।
- पाठ्य सहगामी क्रियाएँ (साहित्य परिषद्परिचर्चा, वाद विवाद, कार्य गोष्ठी, सेमिनार इत्यादि)।
- भाषा प्रयोगशाला।

UNIT IV: मूल्यांकन – इसकी भूमिका और महत्व

- भाषा विकास की प्रगति और मूल्यांकन
- सतत और व्यापक मूल्यांकन
- मूल्यांकन की प्रविधियाँ- मौखिक, लिखित, स्वमूल्यांकन,
- आपसी मूल्यांकन, समूह मूल्यांकन
- प्रश्नों का स्वरूप- खुले प्रश्न, बहु विकल्पीय प्रश्न, सत्य असत्य प्रश्न इत्यादि।

अधिगम विधियाँ: व्याख्यान के साथ-साथ परिचर्चा छात्रों द्वारा स्वयं कर के सीखना उनकी सहभागिता द्वारा शिक्षण।

Language across the Curriculum Activities: As an integral part of 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 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.

- Role play/dramatization.
- Extempore speech/Elocution.
- Organization of reading/reflection activities beyond the textbooks.

परियोजना कार्य:

1. कक्षा 6 से 8 तक की हिंदी की दो राज्यों की किसी एक पाठ्य पुस्तक की तुलना करना।
2. अपने राज्य की कक्षा 6 से 8 की हिंदी की पाठ्य पुस्तक की रूपरेखा बनाना।
3. विद्यालय पत्रिका की रूप रेखा बनाना।
4. समकालीन बाल साहित्य की समीक्षा करना।
5. कक्षा 10 के हिंदी के प्रश्नपत्र की समीक्षा करना।
6. महिलाओं की किन्हीं दो पत्रिकाओं की समीक्षा करना।
7. हिंदी के किन्हीं दो दलित साहित्यकारों की किसी एक कृति की समीक्षा।
8. कक्षा 6 से 8 तक की किसी एक कक्षा के हिंदी प्रश्नपत्र का निर्माण।
9. विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाइयों पर क्रियात्मक शोध।
10. अपने क्षेत्र में प्रचलित लोक कथा लोकगीतों का संकलन 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 मूल्यांकन*, एन.सी.ई.आर.टी. प्रकाशन।
2. भोलानाथ तिवारी, (1967) *भाषाविज्ञान*, इलाहाबाद किताब महल।
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4. माता बदल जायसवाल, *मानक हिंदी का ऐतिहासिक व्याकरण*, इलाहाबाद महामति प्रकाशन।
5. रमन बिहारी लाल, (1992-93). *हिंदी शिक्षण*, मेरठ रस्तोगी पब्लिकेशन
6. द्वारिका प्रसाद सक्सेना, (2000) *भाषा विज्ञान के सिद्धांत और हिंदी भाषा*, मेरठ मीनाक्षी प्रकाशन।
7. भाई योगेंद्र जीत (1994) *हिंदी भाषा शिक्षण*, आगरा विनोद पुस्तक मंदिर।
8. डॉ. जयपाल तरंग, (2003) *हिंदी शिक्षण की नई दिशा*, नई दिल्ली, सौम्या प्रकाशन।

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. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪ, ਸਕੂਲੀ ਪਾਠਕ੍ਰਮਾਂ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੀ ਪੜ੍ਹਾਈ (ਵਿਸ਼ਿਸ਼ਟਸਾਹਿਤ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਾਵਲ, ਨਾਟਕ, ਇਕਾਂਗੀ, ਨਿਬੰਧ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ) (ਲੋਕ ਸਾਹਿਤ ਰੂਪ - ਸੁਹਾਗ, ਘੋੜੀਆਂ, ਸਿੱਠਣੀ, ਢੋਲਾ, ਟੱਪਾ, ਬੋਲੀ, ਮਾਹੀਆ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਮੀਡੀਆ ਦੀ ਭੂਮਿਕਾ
3. ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਦਾ ਮਹੱਤਵ ਤੇ ਲੋੜ

UNIT- II

1. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ - ਮਹੱਤਵ, ਉਦੇਸ਼, ਵਿਧੀਆਂ ਤੇ ਅੰਤਰ।
2. ਨਾਟਕ ਸਿੱਖਿਆ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ - ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ
3. ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ - ਸਭਿਆਚਾਰ ਦੀ ਜਾਣ ਪਛਾਣ, ਮਹੱਤਵ ਅਤੇ ਪਛਾਣ ਚਿੰਨ੍ਹ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

UNIT- III

1. ਪਾਠ ਯੋਜਨਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ ,ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।

UNIT- IV

1. ਪਾਠਪ੍ਰਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ। ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ ਪੜ੍ਹਾਈ ਤੋਂ ਦਸਵੀਂ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤਵੀ ਸੂਚਨਾ।

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-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. ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
2. ਪੰਜਾਬੀ ੰਬਦ ਰੂਪ ਅਤੇ ੰਬਦ ਜੋੜ ਕੋਠੇ : ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ।
3. ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ : ਡਾ. ਜਸਵੰਤ ਸਿੰਘ ਜਸ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਕ : ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ।
5. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ - ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਪਰਮਿੰਦਰ ਸਿੰਘ, ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ ਲਾਹੌਰ ਬੁੱਕ ੰਪ, ਲੁਧਿਆਣਾ।
6. ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੱਖ ਪੰਜਾਬੀ ਕਵਿਤਾ - ਡਾ. ਪ੍ਰੀਤਮ ਸਿੰਘ (ਸੰਪਾ.) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਚੰਡੀਗੜ੍ਹ।
7. ਪੰਜਾਬੀ ਅਧਿਐਨ ਦੇ ਮੁਢਲੇ ਸੰਕਲਪ - ਜੀਤ ਸਿੰਘ ਜੋਠੀ, ਵਾਰਸ ੰਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ - 1999
8. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ-ਡਾ. ੰਰਦੇਵ ਸਿੰਘ ਗਿੱਲ ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, 2006

CURRICULUM AND PEDAGOGIC STUDIES

COURSE NAME: PEDAGOGY OF MATHEMATICS- II

COURSE CODE: EDU380

L	T	P	CR
4	0	0	4

OBJECTIVES

- To develop an understanding of the nature and values of mathematics.
- To appreciate the contribution of various mathematicians.
- To acquire knowledge of pedagogical analysis of various concepts in mathematics.
- To practice the various methods and techniques of teaching mathematics.
- To develop an understanding of various approaches of organizing the curriculum.
- To develop an understanding of preparation and use of diagnostic test and organize remedial teaching catering to the individual differences.
- To develop the skill of conducting recreational activities of mathematics.
- To know the importance of teaching mathematics in relation to other subjects
- To formulate the general instructional objectives and specific learning outcomes
- 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 of 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-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. Aggarwal, J. C. (2008). Teaching of Mathematics. New Delhi: Vikas Publishing House Pvt Ltd.
2. Bagyanathan, D. (2007). 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 Tteach Mathematics. New Delhi: Authors Press.
10. Hoglum, L. (1967). Mathematics for the Million. London: Pan Books Limited.
11. ICFAI. (2004). 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). 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). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
20. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot
21. Siddiqui, M. H. (2005). 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: PRE- INTERNSHIP

COURSE CODE: EDU392

L	T	P	CR
0	0	4	4

OBJECTIVES OF THE COURSE: On completion of the Course, the students will be able to:

- Understand about the activities to be carried out during school internship programme.
- Observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
- Develop skill in content analysis, preparing TLM and observing classroom processes.
- Plan and implement teaching learning activity for peers and actual classroom.

DURATION- FOUR WEEKS

PRE- INTERNSHIP TASKS

- (The Internship Committee formulated by the Institute will prepare a Schedule for 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 the 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 on performing certain tasks which 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 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

Distribution of Marks for the School Exposure and Multicultural Placement
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Activity	Max. Marks	Min. Pass Marks
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 <ul style="list-style-type: none"> • 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
Total	100	50

Semester- VII

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
17.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU491	Internship	0	0	14 Weeks	14
18.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU493	Working with Community	0	0	2 Weeks	2
GRAND TOTAL								16

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:

- Observe the classes of regular teachers and peers and learn about teaching learning process and classroom management.
- Develop skill in planning and teaching in actual classroom environment.
- Reflect, learn to adapt and modify their teaching for attaining learning outcomes of students.
- Maintain a Reflective Journal.
- Acquire skill in conducting Action Research/ Case Study.
- Inculcate organizational and managerial skills in various school activities.
- Create and maintain resources for teaching and learning in internship schools.
- 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.

(a) Delivery of lessons

- The student teachers will deliver a minimum of 40 lessons including two criticism lessons (one at the end of 9th 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.

(b) 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.
- Organising 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

- Organising 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
- Organising 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 teacher 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 under taken 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

Distribution of Marks for the School Internship

Activity	Max. Marks	Min. Marks
Classroom Teaching (two Pedagogy courses)	200	100
Criticism Lessons (four lessons in total)	40	20
Reflective Journal (two Pedagogy courses)	10	5
Observation Records <ul style="list-style-type: none">• Ten lessons of 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
Total	300	150

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:

- Acquaint themselves with the factors working in the society/ community i.e. knowledge of social realities.
- Develop the dignity of labour among them.
- Arouse their interest in the social and economic reconstruction of the country.
- Make themselves aware of the educational problems and needs of the society.
- Enable them for preparing youth for sustainable development.
- 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 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 betterment of school.
8. Adopting a community and implementation of the Lab Area Concept in adopted community.
9. Survey of 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 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 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 local community in actual relief work whenever needed.
22. Training of community in First Aid.
23. Helping the 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**Distribution of Marks for the Working with Community**

Activity	Marks
Punctuality, Regularity, Discipline, Cooperation & Performing Arts	10
Participation in various activities and Report	30
Viva Voce	10
Total Marks	50

Semester- VIII

COURSE	COMPONENT	NATURE	COURSE CODE	COURSE NAME	DISTRIBUTION OF HOURS			TOTAL CREDITS
					LECTURE	TUTORIAL	PRACTICAL	
19.	Perspectives in Education	Core Course	EDU402	Knowledge and Education	6	0	0	6
20.	Perspectives in Education	Core Course	EDU404	Curriculum Development	6	0	0	6
21.	Perspectives in Education	Core Course	EDU406	Creating an Inclusive School	6	0	0	6
22.	Perspectives in Education	Core Course	EDU408	Health, Yoga and Physical Education	6	0	0	6
23.	Field Engagement/ Internship/ Developing Critical Skills	Compulsory	EDU494	Post Internship Engagement with the Field Task	0	0	1 Week	1
GRAND TOTAL								25

PERSPECTIVES IN EDUCATION

COURSE NAME: KNOWLEDGE AND EDUCATION

COURSE CODE: EDU402

L	T	P	CR
6	0	0	6

OBJECTIVES: The student will be able to understand:

- About epistemological bases of knowledge
- Teacher centric and learner centric knowledge transmission.
- Recommendations and uses of the NCF 2005 in school

COURSE CONTENT

UNIT- I KNOWLEDGE AND KNOWING

- Concept, Meaning and Nature of Knowledge and Knowing.
- Differentiate between information, knowledge, belief and truth.
- Knowing Process: Different ways of knowing, Knowledge construction, Process of Construction of Knowledge. Relative roles of knower and known in knowledge transmission and construction, Limitations of knowing, role of culture in knowing.
- 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.

UNIT- II EPISTEMOLOGICAL BASES OF KNOWLEDGE

- Concept of Knowledge: Indian and western view
- Structures and Forms of Knowledge, Knowing, Learning, Thinking, Valuing and being
- Maxims of Education as Apparent in Ancient Systems of Teaching and learning and in Contemporary Perspectives

UNIT- III MODELS OF TEACHING

- Inquiry Training Model
- Concept Attainment Model
- Advance Organizer Model

UNIT- IV KNOWLEDGE AND EDUCATION

- Meaning of information, knowledge and wisdom, Difference between instruction, teaching and training.
- Modes of Education – Face to face, Open and Distance(OD)
- Teaching as a complex activity: Formal setting and informal setting
- Teaching in Multi-cultural setting

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. Bob Moon and Patricia Murphy (Ed). (1999). Curriculum in Context. London. Paul Chapman Publishing.
2. Chryshochoos, N.E. (1998). Learner Needs and Syllabus Design. M.A. Dissertation. England. School of English. 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. US. Harper and Row.
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17. शर्मा आर.ए. (1995). विद्यालय संगठन तथा शिक्षा. मेरठ. प्रशासनसूर्या पब्लिकेशन।
18. व्यास हरिश्चन्द्र. (2003). शैक्षिक प्रबन्ध और शिक्षा की समस्याएँ. नई दिल्ली. आर्य बुक डिपो, 30 नाईवालाकरौलबाग।

PERSPECTIVES IN EDUCATION

COURSE NAME: CURRICULUM DEVELOPMENT

COURSE CODE: EDU404

L	T	P	CR
6	0	0	6

OBJECTIVES: The student will be able to understand:

- The concepts and approaches of curriculum development.
- The curriculum reform in the Indian context.
- The models and process of curriculum development.
- The strategies of curriculum implementation.

- The concept, types of curriculum and differentiate between curriculum framework, curriculum and syllabus
- The principles of curriculum development Examination issues in curriculum development.

UNIT- I CONCEPT OF CURRICULUM

- Meaning and concept of 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 subject.
 - Selection and organization of learning situations.

UNIT- IV CURRICULUM IMPLEMENTATION AND EVALUATION

- Role of state and national agencies in implementing 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 multicultural aspect and submit a report.
2. Conduct a survey on gender issue and submit a report.
3. Policy analysis National Curriculum Frame works: 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 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-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. Aggrawal, J.C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: ShipraPublisher.
2. Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and WinstonInc.
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5. Darji, D.R., & Lulla, B.P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: SadhanaPress.
6. Erickson, H.L. (2007). *Concept based curriculum and instruction for the thinking classroom California*; CorwinPress.
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 PressOxford House.
9. Jenkins, D. & Shifrnan, D.M. (1976). *Curriculum an introduction*. London: Pitman PublishingHouse.
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11. Kumari, S. & Srivastava, D.S. (2005). *Curriculum and Instruction*. New Delhi: ShipraPublishers.
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13. Nigam, B.K. & Khan, M.I. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: KanishkaPublishers.
14. Ornstein, A.C. & Hunkins, F. (1988). *Curriculum foundations, Principles and issues*. New Jersey PrenticeHall.
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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: BookEnclave.
19. Sharma, S.R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl PublishingHouse.
20. Sockett, H. (1976). *Designing the Curriculum*. Britain: PitmanPress.
21. Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: ShipraPublishers.
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 SaiPrintographers..

PERSPECTIVES IN EDUCATION

COURSE NAME: CREATING AN INCLUSIVE SCHOOL

COURSE CODE: EDU406

L	T	P	CR
6	0	0	6

OBJECTIVES: To enable the student teacher to understand

- Different concepts, importance, trends and issues in Special Education
- Various techniques of inclusive teaching and evaluation in special education.
- The needs of Exceptional children suffering from visual/ hearing/ speech impairment.
- The various aspects and educational implications of ADHD, Mental Retardation and Autism spectrum disorder.
- The concept of Learning disabilities, neurological and loco motor 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, Etiology, Antecedent Factors, Educational & Psychological Strategies, Cognitive & Behavioral Therapies to treat ADHD children.
- Mental Retardation: Concept, Characteristics, Causes, Classification, Educational provisions and Therapeutic Interventions.
- Autism Spectrum Disorders: Concept, Characteristics, Causes, types, Identification, Treatment and Educational Programmes.

UNIT- IV

- Learning Disability (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Aphasia): Concept, causal factors, treatments, outcomes and educational provisions.
- Leprosy Cured, Neurological and Locomotor Disabilities: Definition, Causes, Characteristics, Classification, and Educational Programmes.
- 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 any one exceptional children 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 to 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-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. 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. 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.
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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 persons 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.
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PERSPECTIVES IN EDUCATION

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

L	T	P	CR
6	0	0	6

COURSE CODE: EDU408

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 the 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 to 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, Play fields, 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 equipments, 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 natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, Treatment of heat stroke.

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. Power point 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-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. 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) Falung 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.
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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.
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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: Guninness.

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**

L	T	P	CR
0	0	1	1

COURSE CODE: EDU494

- Post Internship is organized for a day mainly for reflection and review of 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.