B.A B.Ed.

Overview of the Department

The Department of Education at DAV University, inaugurated in the year 2018, is a beacon of innovation, dedicated to nurturing a generation of transformative educators equipped to uplift society with their wisdom. Our mission is twofold: to shape competent teachers by unlocking their inherent potential, and to instil a value-oriented mindset that enriches our community. We recognise the power of education as a catalyst for societal transformation, aiming to disseminate knowledge while promoting health, livelihood, and social harmony.

The Department of Education proudly presents two comprehensive four-year integrated programs – B.Sc. B. Ed. and B.A. B. Ed. Both of these courses have earned the esteemed endorsement of the National Council for Teacher Education (NCTE). A distinguishing feature of these programs is our steadfast commitment to experiential learning. We are firm believers in providing our aspiring educators with real-world exposure, dispatching them to a variety of schools where they can refine their skills and emerge as proficient knowledge facilitators. In response to the dynamic nature of the educational landscape, Department advocates for the incorporation of state-of-the-art technology and promotes application-oriented research amongst our pupil teachers. The curriculum is thoughtfully designed to provide an optimal blend of theoretical knowledge, practical application, and immersive internships, thereby ensuring a comprehensive educational journey for our students. In doing so, we aim to transcend traditional pedagogy, empowering our graduates to become agents of positive change in the educational realm and beyond.

Learning Objectives:

Upon completing the programmes, students will be able:

- To foster and support their own learning ability, enabling the development of a critical mindset essential for continuous growth and adaptability.
- To cultivate values in students by immersing them in real-world experiences.
- To thrive in an environment that promotes holistic development, actively cultivating leadership skills, and shaping a well-rounded personality extending beyond academic knowledge.
- To identify and proactively resolve misconceptions in the teaching-learning process, employing a constructivist approach within their pedagogical strategies for effective teaching.
- To imbibe proficiencies such as effective communication skills and the usage of various ICT tools. This equips our pupil-teachers to compete effectively in today's competitive world.

Instructional Methods

- Experiential Method
- Activity Based Learning
- Demonstration Method
- Role play
- Game Based Learning

- Vocabulary enhancing Activity
- Storytelling
- Drill & Practice
 - Debate
 - Fishbowl
 - Research Projects
 - Concept Mapping
 - Problem-solving
 - Classroom Discussion
 - Lecture Method
 - Q&A Sessions

Name of the Programme: B.A. B.Ed.

Key factors and Figures (about the programme)

- Type: Bachelor
- Degree: B.A. B.Ed.
- Eligibility: Passed with 60% aggregate marks (55% marks in case of candidate belonging to SC/ST) in 10+2 or equivalent in any stream with English.
- Fee: 59000
- Mode of Study: Full-Time
- Medium of Instruction: English
- Location: DAV University Campus
- Started Date: July-August

Overview of B.A. B.Ed. Program

The B.A. B.Ed. integrated course is a transformative journey in education, offering a unique fouryear integrated program that could potentially save students a year, depending on their aptitude. This innovative curriculum merges theoretical classes, practicals, and internships, providing a comprehensive understanding of various subjects such as History, Political Science, Geography, Economics, Foundational Courses, Pedagogical Courses, and community engagement. This program stands out for its potential to streamline the traditional education pathway. By integrating the Bachelor of Arts and Bachelor of Education, students can optimize their learning journey, saving a valuable year in their academic and professional pursuits.

More than a time-saving measure, our integrated B.A. B.Ed. program seamlessly arts and pedagogy, going beyond conventional education boundaries through practical experiences and community engagement. Completing this program efficiently allows for earlier entry into the workforce or further education, reflecting our commitment to a dynamic and impactful educational experience. Our mission extends beyond traditional teaching, aiming to provide a comprehensive, value-oriented learning experience that shapes effective leaders.

Why This Program?

The B.A. B.Ed 4 year integrated course is not just a stepping stone to a degree; it's an immersive expedition into the realms of inspiration, leadership, and the profound power of positive change.

Discover why the B.A. B.Ed. course could be your gateway to a transformative educational experience:

- Harmony of Holistic Learning: Dive into an educational symphony that harmonizes tradition with innovation. This course transcends the conventional, offering a comprehensive and value-infused learning expedition. It doesn't just meet quality benchmarks; it soars above, sculpting students into pioneers ready to excel in diverse fields and careers.
- Diverse Curriculum: The curriculum encompasses subjects such as History, Geography, Sociology, along with foundational and pedagogical courses, ensuring a thorough understanding of both arts principles and effective teaching methodologies.
- Streamlined Pathway: The integration of the Bachelor of Arts and Bachelor of Education optimizes the traditional education pathway, enhancing the learning journey and accelerating academic and professional pursuits.
- Practical Experiences: The program extends beyond theoretical knowledge by incorporating practical experiences, including community engagement and internships, to provide practical skills and a deeper understanding of the societal context of education.
- Innovative Methodologies: By combining arts knowledge with innovative methodologies, the program prepares students with the skills needed to excel in various career opportunities within the ever-changing global landscape.
- Placement Assistance: Upon completion of the program, the department actively assists in securing placements, laying a strong foundation for professional success.
- Internships: This programme offers practical experience and exposure through internships in prestigious private and government schools Gain hand-on experience through internships.

During Your Study:

As a student in the programme, you will have access to:

- State-of-art laboratories and research facilities
- A meticulously curated library with extensive resources
- Interactive Smart Classes
- Networking opportunities facilitated by department's multiple clubs and events
- Mock Interviews for honing professional skills
- Guidance from experienced faculty
- Engaging in community work
- Participation in Internship programs
- Explore and master various artistic pursuits, including painting and diverse crafts

Program Educational Objectives (PEOs) for B.A. B.Ed.

PEO1: Facilitate value-based, holistic, and comprehensive learning by integrating traditional and innovative learning practices to match the highest quality standards and train students to be effective leaders in their chosen fields and careers.

PEO2: Provide a conducive environment to unleash their hidden talents, creative potential, nurture the spirit of critical thinking, and encourage them towards higher education.

PEO3: Equip students with skills needed to adapt better to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.

PEO4: Facilitate student teachers to adopt creative methodologies in teaching Social Science subjects.

PEO5: Provide an opportunity to enhance research in core as well as multidisciplinary areas of Social Science and Education.

PROGRAM OUTCOMES (POs)

After the successful completion of undergraduate course, Computer Science & Computer Scie

be able to:

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our

thinking and actions, checking out the degree to which these assumptions are accurate and valid, and

looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2: Effective Communication: Speak, read, write and listen clearly in person and through electronic

media in English and in one Indian language, and make meaning of the world by connecting people,

ideas, books, media and technology.

PO3: Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life

through volunteering.

PO4: Ethics: Recognize different value systems including your own, understand the moral dimensions

of your decisions, and accept responsibility for them.

PO5: Environment and Sustainability: Understand the issues of environmental contexts and sustainable

development.

PO6: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long

learning in the broadest context socio-technological changes

PO7: The Teacher and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional teaching practice.

Program-Specific Outcomes (PSOs)

At the end of the program, the student:

PSO1: Graduates will acquire a comprehensive knowledge and sound understanding of fundamentals

of their core subjects such as Economics, history, geography, political science and Elective English.

PSO2: Graduates will develop teaching skills on pedagogy of Social science and pedagogy of Language.

PSO3: Graduates will be prepared to acquire a range of general skills, abilities of communication, reflection, art, aesthetics, self-expression and ICT.

PSO4: Graduates will Perform Procedures as per laboratory standards in the areas of botany, chemistry,

zoology and physics.

PSO5: Graduates will be able to develop understanding about teaching, Pedagogy, school management

and community involvement.

PSO6: Build understanding and perspective on the nature of the learner, diversity and learning.

Programme Outlines:

The B.A. B.Ed. Program is designed to provide students a solid foundation of knowledge across a wide range of educational disciplines. During the program, students will follow a structured curriculum aimed at building a strong understanding of fundamental concepts and practices in education. This program integrates the study of Arts with Teacher Education, preparing students for a professional career in teaching.

Semester-1 Outline of the courses Course-1

Course Code	EDU1011	В					
Course Title	PHILOSO EDUCAT	PHILOSOPHICAL, SOCIOLOGICAL AND PSYCHOLOGICAL BASESOF EDUCATION					
Hours	L:4,T:0,	P:0					
Credits	4						
Туре	Core Cou	ırse					
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: Describe the philosophical and sociological and psychological basis of education. CO2: Gain knowledge about the contributions of Indian and Western thinkers in education. CO3: Illustrate the role of education in social structure, social change, social stratification, social mobility, cultural change and modernization. CO4: Elaborate the concepts of psychology and its application in the field of education						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1:CO1• Education: Meaning, Nature, types.Philosophy: Meaning, Nature.• Philosophy of Education, Educational Philosophy: Relationship between Education and Philosophy						CO1
	Unit 2: • Philo educa Natur	sophy: Major schools ational implications: Id ralism, Pragmatism.	of philo lealism,	sophy a Materia	nd their dism,	[CO2

 Contribution of Indian and Western Thinkers: Indian Thinkers: Dr. Radhakrishnan, Aurobindo, Maharishi Swami Dayanand, Gandhi, Vivekananda and Tagore, Western Thinker: Plato, Aristotle, Descartes 	
 Unit 3: 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 	CO3
 Unit 4 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. Aptitude, Attitude, Interest and their Measurement. 	CO4

- 1. Bhatia, K. K. & Narang, C. L. (2003). Principles of Education (Methods and Techniques). Ludhiana: Tandon Publishers.
- 2. Chaube, S. P. & Chaube, A. (2000). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak mandir.
- 3. Dhavan, M. L. (2005). Philosophy of Education. Delhi: Isha Books.
- 4. Durkheim, Emile (1956). Education and Sociology. New York: Free Press.
- 5. Taneja, V. R. (1973). Foundations of Education: Philosophical and Sociological. New Delhi: Sterling Publications.
- 6. Walia, J. S. (2004). Principles of Education. Jalandhar: Paul Publishers.
- 7. Chauhan, S. S. (2004). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- 8. Mathur, S. S. (1986). Educational Psychology. Agra: Vinod Pustak Mandir.
- 9. Miffin, B. R. (1978). Psychology Applied to Teaching. Haughton: Bosson.

- 10. Suri, S. P., & Sodhi, T. S. (2006). Psychological Foundations of Education. Patiala: Bawa Publications.
- 11. Hurlock (2001). Child Development. Tata McGraw- Hill Education.
- 12. .Morgan (2001). Introduction to Psychology. Tata McGraw- Hill Education.
- 13. Bhatia, K. K. & Narang, C. L. (2003). Principles of Education (Methods and Techniques). Ludhiana: Tandon Publishers.
- 14. Chaube, S. P. & Chaube, A. (2000). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak mandir.
- 15. Dhavan, M. L. (2005). Philosophy of Education. Delhi: Isha Books.
- 16. Durkheim, Emile (1956). Education and Sociology. New York: Free Press.
- 17. Taneja, V. R. (1973). Foundations of Education: Philosophical and Sociological. New Delhi: Sterling Publications.
- 18. Walia, J. S. (2004). Principles of Education. Jalandhar: Paul Publishers.
- 19. Chauhan, S. S. (2004). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- 20. Mathur, S. S. (1986). Educational Psychology. Agra: Vinod Pustak Mandir.
- 21. Miffin, B. R. (1978). Psychology Applied to Teaching. Haughton: Bosson.
- 22. Suri, S. P., & Sodhi, T. S. (2006). Psychological Foundations of Education. Patiala: Bawa Publications.
- 23. Hurlock (2001). Child Development. Tata McGraw- Hill Education.
- 24. .Morgan (2001). Introduction to Psychology. Tata McGraw- Hill Education.

Course Code	EDU105A
Course Title	ELECTIVE ENGLISH-1
Hours	L:5,T:0, P:0
Credits	5
Туре	Core Course
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: Critically understand and analyze literature across a wide range of literary age and context. CO2: Interpret, and appreciate poems while refining their reading, writing, critical thinking, and expressive communication skills. CO3: Analyse drama as a literary genre, with a due emphasis on Elizabethan drama. CO4: Apply various grammatical units of English and design a language component critically and coherently to meet desired needs within the realistic constraints

Examination Type	Theory							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Syllabus	Unit 1: Historical and Literary Characteristics						CO1	
	Unit 2: Poem						CO2	
	The culterbury Tales. General chaucer by Geoffrey chaucer							
	Unit 3: • Dramas						CO3	
	Hamlet by Shakespeare							
	Unit 4 • Applied Grammar						CO4	

- 1. English Literature: Its History and Its Significance for the Life of the Englishspeaking World by William J. Long.
- 2. Fifteen Poets (1988). Calcutta: Oxford University Press India.
- 3. Hewing 's, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.
- 4. Rao, V.K. (2007). Peculiar English. New Delhi: Neel Kamal Publications.
- 5. Sharma, G.L. (2008). Glimpses of English Poetry. Chandigarh: Publication Bureau, Punjab University.
- 6. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

Course Code	EDU106 A						
Course Title	ELECTIVE	HINDI-I					
Hours	L:5, T:0	, P:0					
Credits	5						
Туре	Core Cou	ırse					
Course Outcomes	अध्या • दिए	अध्यापन प्रक्रिया के समापन के उपरांत विद्यार्थीरू					
	करेंवे			. J	•		
	• पाठ्य करेंगे	ाक्रम में दी गई व ो ।	कहानी	यों के	संदभ	र्म व्या	ख्या प्रश्न
	 आदिकाल के साहित्य का नामकरण, काल सीमा, परिस्थितियों व प्रवृतियों का वणणन करेंगे । 						
	• राज	रासो तथा बीसल	देव	रासो व	का पा	रेचय	लिखेगें।
	• सन्त में दि	काव्य प्रमाशयानक विशेषताएं	क काठ लिखे	य, राग ग्वों।	तकाव्य	ा व ब	कृष्श काव्य
	• कबीर, जायसी, तुलसी और सूरदास के जीवन चरित्र व काव्य पदकृं बेलेें िलेखे्रेगेे्।					न चरित्र व	
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

Syllabus	कविता लोक • सं॰ डा॰ शिवकुमार शर्मा, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित। • इन सात कवियों की रचनाएं पाठ्यक्रम में निर्धरित की गई हैं :- • कबीर, रैदास, गुरूनानक देव, सूरदास, मीराबाई, तुलसीदास और लगररधर कविराय। • इस खण्ड में कवि परिचय, कविता सार तथा उद्देश्य सम्बन्धी प्रश्न पूछे जाएँगें।	CO1
	UNIT-II सजीव कहानियाँ • सं॰ डा॰ लक्ष्मीचन्द्र खुराना, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित। • निम्नलिखित सात कहानियाँ पाठ्यक्रम में हैः • शतरंज के खिलाड़ी, ममता, अशिक्षित का हृदय, मौत के मुंह में, न्याय मंत्री, गुलाब,सम्भ-असभ्य। • इस खण्ड में कथावस्तु, चरित्र-चित्रण एवं उद्देश्य से सम्बन्ध्ति कुल दो प्रश्न पूछे जाएँगे।	CO2
	UNIT-III हिन्दी साहित्य का इतिहास • आदिकाल का नामकरण, काल सीमा, परिस्थितियाँ, प्रवृत्तिायाँ और पृथ्वी राज रासो तथा बीसल देव रासो का परिचय।	CO3
	UNIT-IV • भक्तिकाल की परिस्थितियां, सन्तकाव्य, प्रेमाख्यानक काव्य, रामकाव्य और कृष्ण काव्य की विशेषताएं, कबीर, जायसी, तुलसी और सूरदास।	CO4

• सं॰ डा॰ लक्ष्मीचन्द्र खुराना ; २००७व्द, पब्लिकेशन ब्यूरो, पंजाब

विश्वविद्यालय, चण्डीगढ़ द्वारा प्रकाशित।

- मनोहर लाल आनन्द ;२००६द्ध तंरंगिणी, पजांब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़।
- सं॰ डा. संसार चन्द्र ;२००६द्ध आदर्श एकांकी संग्रह, पंजाब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़ द्वारा प्रकाशित।
- दिक्षित भागीरथ ;२००३द्ध, समीक्षालोक, इन्द्रप्रस्थ प्रकाशन, दिल्ली।
- जैन निर्मला ;२००६द्ध, नई समीक्षा के प्रतिमान, नेशनल पब्लिशिंग हाउस, दिल्ली।
- चतुर्वेदी राजेश्वर प्रसार ;२००८द्ध हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
- साहनी एस. वी. शर्मा आर. पी. ;२००७द्ध सर्वोत्ताम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा।
- वृन्दावन लाल वर्मा ;१९९७द्धए झांसी की रानी मयूर प्रकाशन, झांसी
- नगेन्द्र हरदयाल ;२००९द्ध हिन्दी साहित्य का इतिहास, मयूर पेपरवैक्स, नोयड़ा।
- राजाराम कल्पना ;२००९न्द्र निबंध बोध, स्पेक्ट्रम बुक्स प्रा. लि., दिल्ली।

Course Code	EDU107A
Course Title	ELECTIVE PUNJABI-I
Hours	L:5, T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course the students will be able to • ਇਸ ਪੇਪਰਾ ਮੰਤਵ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਨੂੰ ਹੋਰ ਵਿਸਥਾਰ ਦੇਣਾ ਹੈ। • ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਵਿੱਚ ਵਿਦਿਅਰਥੀਆਂ ਦੀ ਦਿਲਚਸਪੀ ਪੈਦਾ ਕਰਨਾ ਹੈ। • �ੇਾਿੇਸਤ ਦ� ਰੁ•ੇਾੇਂ ਬਾਰ� ਡੁੁੰਘੀ ਜਾਣਕਾਰੀ ਦ�ਣਾ ਸ� । • ਇਕਾਂਗੀ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਡੂੰਘੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। gkmeqw 1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਅਧਿਐਨ 2. ਪੰਜਾਬੀ ਇਕਾਂਗੀ 3. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ 4. ਸਾਹਿਤ ਦੇ ਰੂਪ
Examination Type	Theory

Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory	Theory							
Syllabus	UNIT-1 • ਨ ਪ • ਦ ਵ ਇੰ	UNIT-1 • ਨੋਕਸ਼ ਨੁਹਾਰ਼ (ਸੰਪਾ:ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ) ਪੁਸਤਕ ਵਿਚੋ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿਚੋ ਇਕ) • ਦਰਸ਼ਨ਼ (ਸੰਪਾ: ਪ੍ਰਿ: ਸੰਤ ਸਿੰਘ ਸੇਖੋ) ਇਕਾਂਗੀ ਦੇ ਵਾਰਤਾਲਾਪੀ ਅੰੂੰਸ਼ ਦੀ ਪ੍ਰੰਗ ਸਹਿਤਵਿਆਖਿਆ (ਦੋ ਵਿਚੋ ਇੱਕ							
	UNIT – I ● ਕਾਿ �€ • ਇਕਾਂ (ਸਾਹਿ ੇ ਹ	CO2							
	UNIT – (ਪਹਿਲੀ i. ਇਕਾਂਗ ii. ਪਾਤਰ iii. ਸਾਹਿਤਾ	CO3							
	UNIT – I gzikpl • ਨਿਰਧਾ ਸਿੰਘ,ਪੋ (ਜੀਵਟ • ਸਾਹਿਤ ਇਕਾਂਰ	CO4							

1.ਛੇ ਦਰੂਨ, (ਸੰਪਾ.) ਪ੍ਰਿੰ. ਸੰਤ ਸਿੰਘ ਸੇਖੋ ਪਬਲੀਕ੍ਰੇਨ 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 ਸ਼ਾਿਊਲੁਧਿਆਣਾ।
- 5. ਸ਼ੋਬਦ ਸਵੇਰਾ (ਸੰਪਾ. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ)(2007) ਪਬਲੀਕੇôਨ 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

Course Code	EDU113A						
Course Title	HISTORY OF I	NDIA UPTO- 1000 A	D.				
Hours	L:5, T:0, P:0						
Credits	5						
Туре	Departmental El	ective					
	On the completion of the course, the student will gain the following knowledge and skills :						g knowledge and skills
	CO1: Construct	some basic knowledge	about t	the physical	sical fe	atures,	sources and pre
Course	historic culture of	of ancient India					
Outcomes	CO2: Describe s	ome earliest civilization	ons and	birth of	new re	eligion	S
	CO3: Elaborate how ancient empires were constructed, their foundations, expansion and						
	decline						
	CO4: Understand the emergence of new empires and various castes on that basis						
Examination							
Туре	Theory						
Assessment		Assignment/					
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1						CO1

 Geography and History: The Physical features and their Influence on the course of Indian History. Major Sources of Indian History: Literary Sources, Inscriptions, coins. 	
Prehistoric Culture in India: Paleolithic Culture, Mesolithic Culture, Neolithic Culture.	
 Unit 2 Harappan Civilization: Town Planning, Extent, Social conditions, Economy, Religion, and causes of Decline. 	
• Vedic Period: Theories related to the original home of the Aryans; Political, Social-economic and religious life in the Vedic period, development Changes in the later Vedic period	CO2
• Jainism and Buddhism: Life and teachings of Gautama Buddha and Mahavir causes responsible for the rise and fall	
Unit 3	
• The Mauryan Empire: conquests of Chandragupta Maurya, Ashoka's Life and Dharma	
• Post Mauryan period: Decline of Mauryan Empire; Kanishka and hi s achievements.	CO3
• The Gupta Empire: Achievements of Samudra Gupta and Chandragupta-II, Social Economic, Cultural, and Scientific developments under Guptas.	
Unit 4	
• The age of Vardhan as: Campaigns of Harsha Vardhan; Administration; literary and religious activities of Harsha Vardhan	CO4
• The Rajputs: Origin of Rajputs; Polity, Society, and Culture under the Rajputs	

- 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 Overyb. Historical Atlas of India by Alisha Khan.c. Oxford Student Atlas for India ISBN NO. 9780199485123

Course Code	EDU118G						
Course Title	PHYSIC	AL GEOGRAPHY (GE	EOMOR	PHOLO	GY)		
Hours	L:4,T:0, P	:0					
Credits	4						
Туре	Departm	nental Elective					
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: Describe the basic concept and theories in physical geography. CO2: Describe the various movements of landforms resulting from the force of compression and tension. CO3: Explain origin, characteristics and various classifications of rocks. CO4: Explain the concept of geomorphology and applied geomorphology and discuss their application to environmental hazards management						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50 %	0%	5%
Examination Mode	Theory						

Syllabus	 Unit 1: Geography: definition, place of physical geography within the discipline of geography, division of physical geography -geomorphology, climatology and oceanography. Theories the origin of the earth; Laplace, James, jeans and Jeffrey's and Big bang theory. Interior of the earth: constitution, theories on continental drift 9 with special reference to Wegner's theory and plate tectonics). 	CO1
	 Unit 2: Movement of the earth: orogenic-Epeirogenic movement, landforms resulting form Force of compression and tension; mountain building theories (geosynclines, hinterland and foreland, median mass, convection current), earthquakes and volcanoes (cause, types and distribution). 	CO2
	 Unit 3: •Rocks: Their origin, classification and characteristics. •Major land forms: Mountains, Plateaus and Plains in the world •Geomorphic agents: Geomorphic processes (weathering and erosion) 	CO3
	 Unit 4 Geomorphologic landscapes: Fluvial, Glacial, Aeolian, Coastal and Karsts. Applied geomorphology: applications to transport, land use, environmental hazards management etc 	CO4

- 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.

Course Code	EDU118	EDU118H					
Course Title	GENERA	GENERAL CARTOGRAPHY-I (Laboratory)					
Hours	L:0,T:0,	L:0,T:0, P:2					
Credits	2	2					
Туре	Departm	ental Elective					
Course Outcomes	On the co knowledg CO1: Sig CO2: Im CO3: Va	On the completion of the course, the student will gain the following cnowledge and skills: CO1: Significance of direction. CO2: Importance of weather maps. CO3: Various methods to enlarge and reduce map					
Examination Type	Practical	Practical					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode	Practical						
Syllabus	Practical • Directic magnetic and a rod	Practical No.1CO1• Direction and bearing: Plotting of a course, true north, magnetic north, finding true north with the pole star, a watch and a rod bearingCO1					
	• Weathe	Practical No.2CO2• Weather maps				CO2	
	Practical Enlargen triangle	Practical No.3 CO3 Enlargement and reduction: Graphic methods- Square and triangle CO3				CO3	

- 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.

Course Code	EDU111	EDU111A					
Course Title	MICRO	MICRO ECONOMICS					
Hours	L:5,T:0,	L:5,T:0, P:0					
Credits	5	5					
Туре	Departn	nental Elective					
Course Outcomes	On the co knowled CO1: De of microo CO2: An CO3: Co CO4: Cri	On the completion of the course, the student will gain the following knowledge and skills: CO1: Develop an understanding of the students regarding the basic concepts of microeconomics CO2: Analyse the laws of utility and indifference curve. CO3: Comprehend the theories of cost and production and its application. CO4: Critically evaluate different market forms					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1: • Introduction to Economics: Meaning, Definition, Scope, Importance and Basic problems of an economy. • Meaning of Demand and its types, law of demand, price elasticity of demand and its measurementCO1			CO1			
	Unit 2: •Consumers Behavior: Utility Approach: Brief outline of law of diminishing marginal utility and law of equi- marginal utility •Indifference curve, Meaning, properties, Price, income and Substitution effectCO2				CO2		
	Unit 3:						CO3

 Theory of production: Law of variable proportions and law of return to scale. Theory of Cost: types, Short-run and long-run cost curves under traditional theory. 	
 Unit 4 Perfect competition: Meaning, features price and output determination of firm and industry under perfect competition. Monopoly: Meaning, features price and output determination of firm and industry under Monopoly. Monopolistic Competition: Meaning, features price and output determination. 	CO4

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

Course Code	EDU114A
Course Title	FUNDAMENTALS OF SOCIOLOGY
Hours	L:5,T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: Describe the fundamentals of sociology and its relationship with social sciences. CO2: Understand the importance of social groups. CO3: Discuss the meaning and features of different cultures and civilizations.

	CO4: Explain about the concept of socialization and social control.						
Examination Type	Theory						
Assessment Tools	Written QuizAssignment/Project WorkMSEMSPESEESP						ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	 Unit 1: Introduction to Sociology: definition, nature, relationship with other social sciences; History, Political Science, economics, anthropology, psychology and education. Human Society: meaning, characteristics, theories of the origin of society- organic and Social- contract, the relationship between individual and society. 					CO1	
	 Unit 2: Social Groups- meaning, characteristics & classification, detailed discussion on primary and secondary groups. Association – meaning & characteristics. Community – meaning, dimensions, bases and features of the community 					CO2	
	Unit 3: CO3 • Culture: meaning, characteristics, dimensions, forms, culture and civilization, cultural lag, conceptual understanding of acculturation, assimilation CO3					CO3	
 Unit 4 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 				CO4			

- 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

Course Code	EDU117	EDU117A					
Course Title	PRINCIP	PLES OF POLITICAL	SCIEN	CE			
Hours	L:5,T:0, F	P:0					
Credits	5						
Туре	Departn	nental Elective					
Course Outcomes	On the co knowledg CO1: Dif multidisc CO2: Ex CO3: An CO4: De	On the completion of the course, the student will gain the following knowledge and skills: CO1: Differentiate the concept of political science and political theory and its multidisciplinary nature. CO2: Explain the concept and theories of state. CO3: Analyse the theories and functions of state. CO4: Describe the theories of sovereignty and concept of political system					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

Syllabus	 Unit 1: Political theory: ancient, traditional and modern The distinction between political science and political theory Relationship of political science with economics, education, history, sociology and education 	CO1
	 Unit 2: The state: definition, elements and its distinction from government and society Theories of the origin of state: social contract, historical/evolutionary 	CO2
	 Unit 3: State: Liberal, Marxian and Gandhian view Functions of state: liberal and socialist perspective with special reference to education Welfare state: concept and functions 	CO3
	 Unit 4 Sovereignty: definition, attributes and types Theories of sovereignty: monistic and pluralistic Political System: Meaning & Characteristics, Functions according to David Easton & Almond & Powell. 	CO4

- 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. Macphesson, C. B. (1979). Democratic Theory. London: Oxford Press.
- 10. Verma, S. P. (1974). Political Theory. New Delhi: Geetanjali Publishing House.

Course Code	EDU119	EDU119A					
Course Title	BASIC F	BASIC PSYCHOLOGICAL PROCESSES- I					
Hours	L:4,T:0,	L:4,T:0, P:0					
Credits	4						
Туре	Departm	nental Elective					
Course Outcomes	On the co knowled CO1: Ide CO2: De cognitive CO3: Ga of differe CO4: De	On the completion of the course, the student will gain the following knowledge and skills: CO1: Identify the various methods of studying human behavior. CO2: Describe individual differences by mainly focusing on cognitive/psychological tests and processes. CO3: Gain knowledge about learning and intelligence from the perspective of different theorists CO4: Develop familiarity with computations through statistical techniques					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory		·				
Syllabus	 Unit 1: Nature: Psychology as a Science, Historical background of psychology with a brief introduction to schools of Psychology (Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt and Humanistic). Methods: Introspection, Observation, Experiment, Case Study, Survey, Interview and Questionnaire. 						
	Unit 2:CO2• 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 3: Learning: Introduction to learning, Nature and characteristics of the learning process. Trial and Error learning & Insight, A brief introduction to the concepts of Classical and Instrumental conditioning (Paradigm and the typicalexperiments), Social/observational learning 	CO3
 Unit 4 Measures of Central Tendency: Meaning and Characteristics of a good measure of central tendency. Measures of central tendency: Arithmetic Mean, Median, Mode with their merits and demerits. 	CO4

- 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

Course Code	EDU120
Course Title	PSYCHOLOGY LABORATORY
Hours	L:0,T:0, P:2
Credits	2
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: Enumerate the various tests of intelligence.

	CO2: Illu	CO2: Illustrate the importance of different theories of learning					
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode	Practical						
Syllabus	PracticalCO1Five practicals' have to be performed out of the following:CO21. Trial and error Learning.CO22. Effect of Practice on Learning.CO23. Verbal Test of Intelligence.CO24. Nonverbal test of Intelligence.CO2						
	5. Perfo 6. Simpl	rmance Test of Intellig le Reaction Time/Obse	ence rvations	i			

Course Code	EDU115A
Course Title	ALGEBRA
Hours	L:4, T:0, P:0
Credits	4
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills :
	CO1: Perform elementary operations on matrices and find rank of matrix.

	CO2: Us non ho	CO2: Use basic concepts of Matrices in a system of homogeneous and non homogeneous equations.							
	CO3: Describe and compute relations between the roots and co-efficient of general polynomial equation in one variable and transform equations.								
	CO4: Aj cubic ai	CO4: Apply Descarte's rule of signs and use different methods to solve cubic and biquadratic equations							
Examination Type	Theory	Theory							
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory					<u> </u>			
	Unit 1								
Syllabus	Differentiation and integration of hyperbolic function, 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						CO1		
	 Unit 2 Applications of matrices to a system of linear homogeneous equations. Theorems on consistency of a system of linear equations. Unitary and Orthogonal Matrices, and Quadratic forms. 					CO2			
	Unit 3								
	 Relations b polynomia polynomia 	between the roo l equation in l equations h	ots and o one v	coefficie ariable. conditio	nts of g Solutions on	eneral ons of roots.	CO3		

Common roots and multiple ro equations.	ots. Transformation of
 Unit 4 Nature of the roots of an equa	ion. Descartes 'rule of
signs. Solutions of cubic equat	ons (Cardens method).
Biquadratic equations and their	olutions.

- 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.

Course Code	EDU 152A
Course Title	ENVIRONMENTAL STUDIES
Hours	L:2,T:0, P:0
Credits	2
Туре	Core Course

Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1:Understand the interconnected and interdisciplinary nature of environmental studies and develop critical thinking skills in relation to environmental affairs. CO2: Aware about the ecosystems, biodiversity and its importance to mankind. CO3: Identify the various types of pollution and to create awareness about environmental laws. CO4: Describe about different natural calamities and environmental movements.						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory				•		
Syllabus	Unit 1: CO1 Introduction to Environment Definition, components and types of Environments. Meaning of Environmental studies and its Multidisciplinary nature. Scope and importance; the concept of sustainability and sustainable development. Natural Resources: Renewable and Non-Renewable Resources Land resources and land-use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on the environment, forests, biodiversity and tribal population. Water: Use and over-exploitation of surface and groundwater, floods, droughts. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources.						
	Unit 2: • Contr	CO2					

 food chains, food webs and ecological succession. Forest ecosystem Grassland ecosystem Desert ecosystem Aquatic ecosystem 	
 Biodiversity and Conservation Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India. Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts; Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity 	
Unit 3:	CO3
 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 4 Human Communities and the Environment Human Population growth: Impacts on environment, human health and welfare. Disaster management: floods, earthquakes, cyclones and landslides. Environmental movements: Chipko, Silent valley. 	CO4

- 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.
- Glelok, P. H. (1993). Water in Crisis. Pacific Institute for Studies in Dev., Environment and Security. Stockholm Environmental Institute,Oxford Univ. Press.
- 5. Groom, Martha, J., Gary K. Meffe, & Carl Ronal Caroll (2006). *Principles of Conservation Biology*. Sunderland: Sinauer Associated.
- 6. Grumbine, R. Edward, & Pandit, M. K. (2013). Threats from India 's Himalaya dams. Science, 339: 36- 37.
- 7. McCully, P. (1996). Rivers no more: the environmental effects of dams (pp. 29-64). Zed. Books.
- 8. McNeill, John, R. (2000). Something New Under the Sun: An Environmental History of the Twentieth Century.
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- 12. Raven, P. H., Hassenzahl, D. M., & Berg, L. R. (2012). Environment. 8th Edition. John Wiley & Sons.

Weightage	0%	0%	0%	30%	0%	50%	20%		
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP		
Examination Type	Practical								
Course Outcomes	On the co knowledg CO1: Exp CO2: De CO3: Ide CO4: Org respective	On the completion of the course, the student will gain the following knowledge and skills: CO1: Experiment with different materials of visual art. CO2: Demonstrate the various forms of performing art. CO3: Identify the Indian crafts, traditions, art and artists. CO4: Organize the various activities related to art and drama in their respective institution.							
Туре	Core Co	Core Course							
Credits	2	2							
Hours	L0;T0;P	L0;T0;P:4							
Course Title	DRAMA AND ART IN EDUCATION								
Course Code	EDU182								

Examination Mode	Practical	
Syllabus	 Unit 1: 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 	CO1
	 Unit 2: Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach 	CO2
	 Unit 3: 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. 	CO3
	 Unit 4 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, 	CO4

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?	

- 1. Position Paper- National Focus Group on Arts, Music, Dance and Theatre NCERT, 2006, NewDelhi
- 2. Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006 3. NCF2005
- 3. NROER- National Repository of Open Educational Resource, Department of School Education &Literacy, MHRD.
- 4. Living Craft tradition of India (Textbook in Heritage Crafts) NCERT
- 5. Exploring the Craft Tradition of India NCERT
- 6. Bhartiya Hastakalaki Paramparayen, NCERT
- 7. An Introduction to Indian Art, NCERT
- 8. Bhartiya Hastkala Parampara Ki Khoj, NCERT
- 9. Craft Tradition of India (Textbook in Heritage craft for classXII)

Art Education- Teachers 'Handbook for Class I, II, III, IV, V, VI, VII, VIII, IX Source Book on Assessment for Classes I- V, Art Education.

Course Code	EDU 180	EDU 180					
Course Title	INTERA	CTING CHILD'S PA	RENTS	5			
Hours	L: T: P:1	week					
Credits	1						
Туре	Core Cor	Core Course					
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: 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.						
Examination Type	Practical						
Assessment Tools	Written Quiz	WrittenAssignment/ProjectMSEMSPESEESPABL/PBLQuizWorkWorkNorkNorkNorkNorkNorkNorkNork					
Weightage	0%	0%	0%	0%	0%	100%	0%
Examination Mode	Practical						

Syllabus	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-2 Outline of the courses

Course Code	EDU102B
Course Title	TEACHING AND LEARNING
Hours	L:4,T:0, P:0
Credits	4
Туре	Core Course
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills:
	CO1: Explain various types, factors and strategies influencing teaching and learning CO2: Explore cognitive, psycho-social, emotional and moral domains of teaching and learning CO3: Identify various Teaching and Learning Styles CO4: Analyse and differentiate between various variables, principles, phases and models of teaching

Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1: Unit 1: L fa L C le In a	 Unit 1: Understanding Learning Learning: Concept, Nature, Types of learning and factor influencing learning Learning Strategies : Co-operative learning, Collaborative learning, peer tutoring, group learning. Individual Differences : Concept, Types, Causes and Educational Implications 					
	Unit 2: • Class Cond Educ • Psycl Facto • Cogn Cons Educ • Emot Facto • Mora Facto	CO2					
	Unit 3: • Learn Teach styles • Teach Teach styles • Varia task(Beha chara	CO3					

 Social-constructivist approach in teaching : Applications of Bruner's and Vygotsky's ideas in teaching (ZPD concept). 	
 Unit 4 Effective teaching: meaning, component and parameters of effective teaching, identification of teaching skills, principles of teaching., Phases of teaching Models of Teaching Concept Attainment Model Advance Organizer Model Inquiry Training Model 	CO4

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 Delhi 2001.

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 Delhi 2000.

5. Dandekar W. N, Psychological Foundations of Education, Macmillan India Pvt. Ltd.2000.

6. Dandapani S, A Text Book of Advanced Educational Psychology, Anmol PublicationsPvt. Ltd. NewDelhi,2000.

7. Singh. D.P, talang. Amritanshy, prakashved. Psycho- social basis of learning and development, research publication, Jaipur,2002.

8. Shrivasha. D.N. Verma, Verma, Preeti, Modern Experimental Psychology and Teshing, Shri Vinod PustakHandir, Agra,2010.

9. Mathur, S.S., Development of learner and Teaching learning process, Agrawal publication, Agra,2007-08.

10. Mishra. R.c., Child Psychoplogy. A.P.H Publishing Corporation, New Delhi, 2010.

11. Dweck, C. Mindset: The new psychology of success. Random House LLC,2006.

12. Plato, R e a s o n and persuasion Three dialogues in J. Holbo (Ed) meno: reason, persuasion and virtue. Person, 2009.

13. Mangal S.K, Advanced Educational Psychology P H I Learning Pvt. Ltd. NewDelhi.
| Course Code | EDU142A | | | | | | | |
|---------------------|--|--|------------------------|------------------------|---------------------|---------------------|-------------------|--|
| Course Title | HISTOR | HISTORY OF INDIA 1200-1750 A.D | | | | | | |
| Hours | L:4,T:0, | L:4,T:0, P:0 | | | | | | |
| Credits | 4 | | | | | | | |
| Туре | Departn | Departmental Elective | | | | | | |
| Course
Outcomes | On the co
knowled | On the completion of the course, the student will gain the following knowledge and skills: | | | | | | |
| | CO1: Dia
Turkish in | scuss the important phase
avasions and establishme | es of Ind
nt of Sul | ian Histo
tanate in | ory with
n Medie | the beg
val time | ginnings of
es | |
| | CO2: Investigate into the formation of Vijaynagar Kingdom and the foundations of Mughal Rule in India CO3: Understand the different stages of expansion and decline of the Mughal Empire CO4: Explain the factors that led to emergence of Marathas and also how the Bhakti Movement became popular | | | | | | | |
| Examination
Type | Theory | | | | | | | |
| Assessment
Tools | Written
Quiz | Assignment/Project
Work | MSE | MSP | ESE | ESP | ABL/PBL/ATT | |
| Weightage | 10% | 10% | 25% | 0% | 50% | 0% | 5% | |
| Examination
Mode | Theory | | | | | | | |
| Syllabus | Unit 1: Establishment and Consolidation of the Delhi
Sultanate: The conquests of Muizuddin of Ghor and
his impact; the consolidation of Turkish rule under
Iltutmish and Balban The Khaljis: The Conquests of Alauddin Khillji; 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 | | | | | CO1 | | |

 Unit 2: The Vijayanagar Kingdom: Establishment, expansion, and administration. Foundation of Mughal Empire: Political conditions of India on the eve of Babur 's invasion; conquests of Babur; causes of his success. The Afghans: Establishment of the second Afghan empire under Sher Shah Suri and his administrative reforms 	CO2
 Unit 3: The Mughal Empire under Akbar: His relations with the chiefs of Rajputana; his religious policy; his civil administration The Reigns of Jahangir and Shahjahan: The influence of Nurjahan on Mughal politics; the Deccan policies of Jahangir and Shahjahan The Decline of the Mughal Empire: Causes responsible for the decline; responsibility of Aurangzeb 	CO3
 Unit 4 The Rise of the Marathas: Shivaji and his administration Bhakti Movement: Causes responsible for the rise of Bhakti movement; main features; prominent Bhakti saints 	CO4

11. Chand, D.P. & Rajshree, S. (2006). Landmarks in Indian History 1 (Ancient & Medieval). Ludhiana: Kalyani Publishers.

2. Chandel, L.S. (1989). Early Medieval State- the study of Delhi Sultanate. New Delhi: Commonwealth Publisher.

3. Chandra, S. (2009). History of Medieval India. Hyderabad: Orient Black Swan Publishers.

4. Chattopadhyaya, D.P. & Grewal, J.S. (2006). Religious Movements and Institutions in Medieval India. London: Oxford University Press.

5. Chaurasia, R.S. (2002). History of Medieval Indian: from 1000A.D to 1707 A.D. New Delhi: Atlantic Publishers.

- 6. Habib, I. (1998). Medieval India-1. London: Oxford University Press.
- 7. Jayapalan, N. (2007). History of India. Vol. 2. New Delhi: Atlantic Publishers.
- 8. Keene, H.G. (2000). The Fall of the Moghul Empire. New Delhi: Atlantic Publishers.
- 9. Khanna, M. (2009). Cultural History of Medieval India. Hyderabad: Orient BlackSwan.

10. Malleson, G.B. (2006). Akbar & the Rise of The Mughal Empire. New Delhi: Rupa & Co.

11. Murthy, K.S. (2008). Medieval Indian Culture and Political Geography. New Delhi: APH Publishers.

12. Naravane, M.S. (2008). Battles of Medieval India (A.D 1295-1850). New Delhi: APH Publishers.

13. Nath, R. (2008). Medieval Indian History and Architecture. New Delhi: APH Publishers.

14. Seshan, R. (2006). Medieval India: Problems and Possibilities. Jaipur: Rawat Publication

Course Code	EDU146G						
Course Title	PHYSIC OCEAN	PHYSICAL GEOGRAPHY (CLIMATOLOGY AND OCEANOGRAPHY)					
Hours	L:4,T:0, F	P:0					
Credits	4						
Туре	Departn	nental Elective					
Course Outcomes	On the co knowledg CO1: Ur CO2 : Lo various e CO3 : Si CO4 : U	On the completion of the course, the student will gain the following knowledge and skills: CO1: Understand the importance of Climate in day to day life. CO2 : Learn about the various layers of atmosphere and understand the various elements of Climate CO3 : Significance of the Ocean in day to day life CO4 : Understand the moment of water in the ocean.					
Examination Type	Theory						
Assessment Tools	Written Quiz	Written Assignment/Project MSE MSP ESE ESP ABL/PBL/ATT Quiz Work					
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

Syllabus	 Unit 1: Definition of climatology: climate and weather, Climate: Elements and control Physical structure of the atmosphere: troposphere, tropopause, stratosphere and attributes of these three divisions. Chemical Composition of the atmosphere: dust particles, vapour particles, active gases and insert gases. Insolation and temperature: horizontal distribution of insolation, vertical and horizontal and annual, seasonal and diurnal distributions of temperature. 	CO1
	 Unit 2: Atmospheric pressure and winds distribution: Atmospheric Disturbance (Tropical Cyclones, Temperature Cyclone and Anticyclone). Atmospheric Moisture: Forms of Condensation, Cloud, dew, fog, frost and snow. Precipitation form and type world pattern of precipitation: spatial and seasonal Climatic classifications and their bases: elementary discussion of Kappen's classification of climates and climatic type. Role of climate in human life: atmospheric population and global warning -general causes, consequences and measures of control. 	CO2
	 Unit 3: Oceanography: definition, the topography of ocean basin; continental shelf, continental slope, deep seaplane and oceanic deep. Features: trench, trough, oceanic ridge, guyots, seamount. Factors controlling the world patterns of distribution of temperature and salinity in the ocean water. Tides and currents 	CO3
	 Unit 4 Movement of ocean water: waves and current, surface current of the ocean. Marine Flora, Fauna, Deposits and Corals Oceans as storehouse of resources for future 	CO4

• Alkazi, Feisal (2008). Exploring an Environment. Hyderabad: Orient Black Swan.

- Bhutani, S. (2000). Our Atmosphere. New Delhi: Kalyani Publishers.
- Chandna, R.C. (1998). Environmental Geography. New Delhi: Kalyani Publishers.

• Chopra, G. (2006), Coastal and Marine Geography. New Delhi: Commonwealth Publishers.

• Critchfield, H.J. (1975). General Climatology. New Delhi: Prentice-Hall of India Private Ltd.

- Datta, A.K. (2005). Introduction of Physical Geology. New Delhi: Kalyani Publishers.
- Gross, G. M. (1975). Oceanography: A View of the Earth. New Jersey: Prentice- Hall.
- Gupta, K.R (2005). Environment: Problems and Policies. New Delhi: Atlantic Publishers.

• Khan, N. (2001). An Introduction to Physical Geography. New Delhi: Concept Publishers.

- Lal, D.S. (1989). Climatology. Allahabad: Chaitanya Publishing House.
- Markandey, D.K. (2006). Our Environment. New Delhi: APH Publishers.
- Mathew, J.R. (2004). Climatology. New York: McGraw Hill.
- Mathur, A. (2000). Elements of Geology. New Delhi: PHI Publishers.

• Monkhouse, F. J. (1959). The Principles of Physical Geography. London: University of London Press.

- Pattersen, S. (2000). Introduction to Meteorology. London: McGraw Hill Book Co.
- Shanna, R.C. and Vatel, M. (2005). Oceanography for Geographers. Allahabad: Chetnya Publishers.
- Singh, S. (2004). Climatology. Allahabad: Prayag Pustak Bhavan.
- Stringer, E. T. (1982). Foundations of Climatology. New Delhi: Surjeet Publications.
- Trewartha, G.T. (1980). An Introduction to Climate. New Delhi: McGraw Hill Book Co.

Course Code	EDU146H
Course Title	GENERAL CARTOGRAPHY-II Laboratory
Hours	L:2T:0, P:0
Credits	2
Туре	Departmental Elective

Course Outcomes	On the co knowledg CO1 : Ex CO2 : Illi	On the completion of the course, the student will gain the following knowledge and skills: CO1 : Explain the basic concept of cartography. CO2 : Illustrate the types of scales.					
Examination Type	Practical	Practical					
Assessment Tools	Written Quiz	Vritten Assignment/Project MSE MSP ESE ESP Quiz Work					
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode							
Syllabus	Pract Carto Map Signi	Practical No. 1 Cartography as a Science of Communication, Basics of Map Reading, Map-Definition, Classification and Significance of Map					CO1
	 Practical No. 2 Scale: Definition, Importance and Types of Scale, Two exercises in practical record each on Plain and Comparative scale. 					CO2	

.1. F.J. Monkhouse and H.R. Wilkinson (1972) Maps and Diagrams, Methuen and Co. Ltd., London.

2. L.R. Singh and Raghuvander Singh (1973), Map Work and Practical Geography, Central Book Depot, Allahabad.

- 3. R.L. Singh and P.K. Dutt (1968), Elements of Practical Geography, Students friends Allahabad.
- 4. Singh Gopal (2004) 4th edition, Map work and Practical Geography, Vikas Publication House.
- 5. Gupta, K.K. and Tyagi V.C., (1992), Working with Map, Survey of India, DST, New Delhi.
 - 6. Mishra, R.P., and Ramesh, A. (1989), Fundamental of Cartography, concept Publishing.

Course Code	EDU170A
Course Title	ELECTIVE ENGLISH -11
Hours	L:5,T:0, P:0
Credits	5
Туре	Core Course

Course Outcomes	 On the completion of the course, the student will gain the following knowledge and skills: CO1: Critically understand and analyse literature across a wide range of literary age and context. CO2: Interpret and appreciate poetry while refining their reading, writing, critical thinking, and expressive communication skills. CO3: Examine drama as a literary genre, with particular emphasis on Restoration drama, dissecting its form, themes, characters, and cultural context. CO4: Develop students' understanding and appreciation of short stories while fostering critical thinking, communication, and creativity through analysis, discussion, and creative exercises. 						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1: • LITERARY AND HISTORICAL BACKGROUND From Puritan age to Neo-Classical Age						CO1
	 Unit 2: POEMS The Sun Rising by John Donne When I Consider How My Light is Spent by John Milton Ode on Soltitude by Alexander Pope The Vanity of Human Wishes by Samuel Johnson 					CO2	
	 Unit 3: DRAMA The Way of the World by William Congreve 						CO3
	Unit 4 • SHORT STORIES • The Purloined Letter and The Black Cat by Edgar Allan Poe					CO4	

• The Five Boons of Life by Mark Twain	

• **1.** English Literature: Its History and Its Significance for the Life of the English-speaking World by William J. Long.

2. Fifteen Poets (1988). Calcutta: Oxford University Press India.

3. Hewing 's, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.

4. Rao, V.K. (2007). Peculiar English. New Delhi: Neel Kamal Publications.

5. Sharma, G.L. (2008). Glimpses of English Poetry. Chandigarh: Publication Bureau, Punjab University.

6. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

COURSE-6

Course Code	EDU171A
Course Title	ELECTIVE HINDI-II
Hours	L:5, T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course the students will be able to • उपन्यास की परिभाषा, तत्व और वर्गीकरण करेंगे । • कहानी की परिभाषा, तत्व और वर्गीकरण के सम्बन्धित दो प्रश्नों का उत्तार लिखेंगे । • झांसी की रानी के संदर्भ में उसके नामकर्ण, कथावस्तु चरित्रा, उद्देश्य के आधर पर • वहारिक व्याकरण में से दिए गए प्रश्नों का उत्तार लिखेंगे । • दिए गए मुहावरे व लोकोक्तियां का प्रयोग करेंगे ।

	 निर्धरित विषय पर अनुच्छेद लेखन करेंगे । निजी पत्र लेखन की विधि का प्रयोग करने हेतु एक निजी पत्र लि 						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	UNIT-I • समीक्षा • केवल उपन्यास और कहानी • उपन्यास की परिभाषा, तत्त्व और वर्गीकरण • कहानी की परिभाषा, तत्व और वर्गीकरण UNIT-II • झांसी की रानी-वृन्दावन लाल वर्मा- मयूर प्रकाशन, झांसी • नामकरण, कथावस्तु, चरित्र, उद्देश्य						CO1 CO2
	UNIT-III • व्यावहारिक व्याकरण • विपरीतार्थक शब्द • समानार्थक शब्द • शब्द शोधन और वाक्य शोधन • वाक्यांश के लिए एक शब्द • मुहावरे और लोकोक्तियां						CO3
	UNIT- I	CO4					

- दिक्षित भागीरथ; २००३न्द्र, समीक्षालोक, इन्द्रप्रस्थ प्रकाशन, दिल्ली।
- जैन निर्मला; २००६द्ध, नई समीक्षा के प्रतिमान, नेशनल पब्लिशिंग हाउस, दिल्ली।
- चतुर्वेदी राजेश्वर प्रसार; २००८न्द्र हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।
- साहनी एस. बी. शर्मा आर. पी.; २००७द्ध सर्वोत्ताम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा।
- वृन्दावन लाल वर्मा; १९९७द्धए झांसी की रानी मयूर प्रकाशन, झांसी
- नगेन्द्र हरदयाल; २००९द्ध हिन्दी साहित्य का इतिहास, मयूर पेपरबैक्स, नोयड़ा।
- राजाराम कल्पना; २००९द्ध निबंध बोध स्पेक्ट्रम बुक्स प्रा. लि., दिल्ली।

Course Code	EDU172A
Course Title	ELECTIVE PUNJABI-II
Hours	45 L:5, T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course the students will be able to ਇਸ ਪੇਪਰ ਦਾ ਮੰਤਵ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਇਕਾਂਗੀ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਨੂੰ ਹੋਰ ਵਿਸਥਾਰ ਦੇਣਾ ਹੈ। ਨਾਵਲ ਰਾਹਖ਼ ਪੰਜਾਬ ਦੇ ਪੇਡ ਸਭਿਆਚਾਰ ਤੋ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ। ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਵਿੱਚ ਵਿਦਿਅਰਥੀਆਂ ਦੀ ਦਿਲਚਸਪੀ ਪੈਦਾ ਕਰਨਾ ਹੈ। ਨਾਵਲ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਡੂੰਘੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ।

Examination Type	Theory								
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory	Theory							
Syllabus	UNIT • ਤੂਤ ਇੱਕ ਖ਼ ਿ ਖ਼ ਪਾ •	UNIT-। • ਤੂੰਤੋ ਵਾਲਾ ਖੂਹ ਨਾਵਲ ਦੇ ਆਧਾਰ ਤੇ ਦੋਵਾਂ ਵਿਚੋਂ ਕੋਈ ਇੱਕ ਪ੍ਰਨ ਕਰੋ। ਖ਼ ਿੰਵਸ਼ਾਵਸਤੂ ਖ਼ ਪਲਾਟ ਖ਼ ਪਾਤਰ ਚਿਤਰਣ •							
	UNIT ● ਛੇ ਾ ਇਕਾਂਰ ਖ਼ਨਾ	ਾਰ)	CO2						
	• UNIT- III ਖ਼ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਦੇ ਆਧਾਰ ਤੇ ਦੋਵਾਂ ਵਿਚੋ ਕੋਈ ਇੱਕ ਪ੍ਰਨ ਕਰੋ। ਖ਼ ਸਾਹਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ ਖ਼ ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ						CO3		
	UNIT- IV ਖ਼ ਅਲੰਕਾਰ ਦੇ ਆਧਾਰ ਤੇ ਤਿੰਨਾਂ ਵਿਚੋ ਇਕ ਕਰੋ ਉਪਮਾ ਖ਼ ਟਤਿਕਥਨੀ ਖ਼ ਅਨੁਪ੍ਰਾਸ ਖ਼ ਦ੍ਰਿਟਾਂਤ						CO4		

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 ਬੁੱਕ੍ਰਾਪ, ਲੁਧਿਆਣਾ।

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4। ਜਡ ੂਬਦ ਸਵੇਰਾ (ਸੰਪਾ. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ)(2007) ਪਬਲੀਕ੍ਰੇਨ 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), ਭਾôਾ ਵਿਭਾਗ ਪੰਜਾਬ,
ਪਟਿਆਲਾ।
7। ਡਜਜ ਨਾਵਲ ਾਸਤਰ ਤੇ ਪੰਜਾਬੀ ਨਾਵਲ– ਡਾ. ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵ੍ਰੇਵਰ
8। ਡਜਜਜ ਪੰਜਾਬੀ ਨਾਵਲ– ਡਾ. ਜੋਗਿੰਦਰ ਸਿੰਘ ਰਾਹੀ(2000) ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ।
9। ਜਘ ਆਓ ਨਾਵਲ ਪੜ੍ਹੀਏ– ਡਾ. ਟੀ ਆਰ. ਵਿਨੋਦ(2002) ਚੇਤਨਾ ਪ੍ਰਕਾਨ, ਲੁਧਿਆਣਾ।
10। ਘ ਮਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿਵੇਕ:– ਡਾ. ਅਮਰਜੀਤ ਸਿੰਘ ਕਾਂਗ, ਡਾ. ਜਸਪਾਲ ਕੌਰ ਕਾਂਗ, ਨਾਨਕ
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Course Code	EDU153 A								
Course Title	BASIC (BASIC COMMUNICATION SKILLS							
Hours	L:2,T:0, F	L:2,T:0, P:1							
Credits	3	3							
Туре	Core Co	Core Course							
Course Outcomes	On the co knowledg CO1: De usage, an CO2: De writing th various c CO3: De diverse fo CO4: Ac scenarios	On the completion of the course, the student will gain the following knowledge and skills: CO1: Develop skills in analyzing language structure, evaluating language usage, and creating coherent communication in English. CO2: Demonstrate improved proficiency in listening, speaking, reading, and writing through comprehension, expression, and effective communication in various contexts. CO3: Develop comprehensive understanding of communication's essence, diverse forms, and their distinct characteristics. CO4: Acquire skills in navigating a spectrum of professional communication scenarios.							
Examination Type	Theory	Theory							
Assessment Tools	Written Quiz	Written Assignment/Project MSE MSP ESE ESP ABL/PBL/ATT Quiz Work							
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory								

Syllabus	Unit 1: 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	CO1
	 Unit 2: READING (COMMUNICATIVE APPROACH TO BE FOLLOWED) Dialogue making (in bank, at railway etc.) in Lab. Short films review in Lab. Paragraphs (Fill in the blanks) 	CO2
	 Unit 3: VOCABULARY ENHANCEMENT AND GRAMMAR PRACTICE Error correction in sentences (Parts of Speech) Rewrite jumbled words into meaningful sentences (Tenses) Online Practice Worksheets in Lab 	CO3
	 Unit 4 TECHNICAL WRITING Notice: Format, Characteristics, and 5 W 's. Email: Structure, Characteristics of Effective Emails, and Advantages in Lab. Letters: Formal 	CO4

• 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.

Course Code	EDU153L							
Course Title	BASIC COMMUNICATION SKILLS LABORATORY(ENGLISH)							
Hours	L:0T:0, F	2:2						
Credits	1							
Туре	Core Co	urse						
Course Outcomes	 On the completion of the course, the student will gain the following knowledge and skills: CO1 : Develop accurate phonetic transcription and improved pronunciation skills. CO2.Demonstrate adaptive interpersonal skills in realistic scenarios. CO3.Foster critical thinking and engage in collaborative problem-solving in group settings. Co4. Compose professional emails effectively, with an emphasis on structure and key characteristics. 							
Examination Type	Practical							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP	
Weightage	0%	0%	0%	30%	0%	50%	20%	
Examination Mode	Practical	Practical						
Syllabus	It will inc Ph Rc Gr Sh	It will include the following activities: Phonetics Transcription and Phonetics Drillings Role plays (situational and behavioural) Group Discussion Short films review.					CO1,CO2, CO3, CO4	

Email: Structure, Characteristics of Effective Emails, and Advantages in Lab.	

- 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.

COURSE-10

Course	EDU155
Code	
Course Title	BASIC COMMUNICATION SKILLS (HINDI)
Hours	L:2, T:0, P:1
Credits	3
Туре	Departmental Elective
Course Outcomes	On the completion of the course the students will be able to • छात्रों में भाशा को समझने तथा मूल्यांकन करने की दृष्टि बढाना भाब्द संरचना प्रकिया के प्रति छात्रों का • ध्यानाकर्शण कराना। छात्रों को प्रयोजनमूलक हिन्दी की व्यापकता से अवगत कराना। • हिन्दी भाशा की व्यवहारिक उपयोगिता का परिचय देना।

Examination Type	Theory								
Assessment Tools	WrittenAssignment/MSEMSPESEESPQuizProject Work </td								
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory	Theory							
Syllabus	UNIT- I • पर अ एव नि अ उप UNIT-IIव वर्त्तनी	UNIT-। हिन्दी संरचना • पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक भाब्दों के स्थान पर एक भाब्द समूहार्थक भाब्दों के प्रयोग, निकटार्थी भाब्दों के सूक्ष्म अर्थ-भेद,समानार्थक भाब्दों के भेद, उपसर्ग, प्रत्यय UNIT-॥वर्तनी, विराम चिन्ह एवं							
	वतेनी अ ुह् वर्तनी सम्बर्ध विराम सम्बोध अवतर	वर्तनी सम्बधी अ रुद्धियाँ, मात्राओं की अ रुद्धियाँ वर्तनी सम्बधी अ रुद्धियो के कारण, वर्तनी सम्बधी अ रुद्धियो के सुधारने उपाय। विराम चिन्ह-पूर्ण विराम, प्र नवाचक चिन्ह सम्बोधन या आ चर्य चिन्ह, निर्दे ाक चिन्ह, अवतरण चिन्ह							
	UNIT-III लेखन सम्बन्धी – लिखित भाशा िाक्षण के उद्दे य लेखन की विभिन्न विधियाँ, लेखन के दोश निबन्ध लेखन, कहानी लेखन						CO3		
	UNIT- IV f • औपच राश्ट्रीय- लेखन	CO4							

Course Code	EDU154							
Course Title	BASIC	BASIC COMMUNICATION SKILLS (PUNJABI)						
Hours	L:2, T:0	L:2, T:0, P:1						
Credits	3	3						
Туре	Departn	nental Elective						
Course Outcomes	On the completion of the course 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 ਤੋ ਭਾਂਤ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ। • ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਲੇਖਕਾਂ ਦੀ ਭੂਮਿਕਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। • ਵਿਆਕਰਣ ਵਿੱਚ ੂਬਦਾਂ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਬਾਰੇ ਸੂਝ ਦੇਣਾ ਹੈ। ਸਾਹਿਤ ਰੂਪਾਂ ਅਤੇ ਅਲੰਕਾਰਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। 1 ਕਥਾ ਕਹਾਣੀ, ਸੰਪਾ. ਡਾ. ਧਨਵੰਤ ਕੌਰ, ਪਬਲੀਕ੍ਰੇਨ ਬਿੳਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ 2. ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ, ਦੀਵਾਨ ਸਿੰਘ, ਕਸਤੂਰੀ ਲਾਲ ਐਡ ਸਨ÷, ਅੰਮ੍ਰਿਤਸਰ ਕਹਾਣੀਕਾਰ ਦਾ ਜੀਵਨ, ਰਚਨਾ ਅਤੇ ਯੋਗਦਾਨ 4.ਲਘੂਪ੍ਰਨ 5.ਵਿਆਕਰਣ							
Examination Type	Theory							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Syllabus	UNIT-। □ ਕਥਾ —ਕਹਾਣੀ (ਪਿਛਲੀਆਂ ਛੇ ਕਹਾਣੀਆਂ ਵਿੱਚੋ) ਵਿੱਚੋ ਕਿਸੇ ਇੱਕ ਕਹਾਣੀ ਦਾ ਸ਼ਿਸ਼ਿ ਦੱਸ ਕੇ ਸਾਰ (ਤਿੰਨ ਵਿੱਚੋ ਇੱਕ)							
	UNIT □ ਮੇਰੀ ਦਾ ਸ	- ॥ ਜੀਵਨ ਗਾਥਾ ਸਵ ੈ ਜੀ ਵਨੀ ਾਰ (ਤਿੰਨ ਵਿੱਚੋ ਇੱਕ)	ਵਿੱਚੋ ਕਿ	ਸਸੇ ਇੱਕ	ਘਟਨਾ	∕ਕਾਂਡ	CO2	

• UNIT- III ਨਿਰਧਾਰਤ ਕਹਾਣੀਕਾਰਾਂ ਵਿੱਚੋ ਕਿਸੇ ਇਕ ਦਾ ਜੀਵਨ, ਰਚਨਾ ਅਤੇ ਸਾਹਿਤਕ ਯੋਗਦਾਨ (ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ,ਮੋਹਨ ਭੰਡਾਰੀ, ਗੁਰਬਸ਼ੋਸ਼ੋਸਿੰਘ ਪ੍ਰੀਤਲੜੀ, ਸੁਖਵੰਤ ਕੌਰ ਾਨ, ਸੁਜਾਨ ਸਿੰਘ) (ਤਿੰਨ ਵਿੱਚੋ ਇਕ)	CO3
UNIT- IV □ ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ ਅਤੇ ਕਥਾ- ਕਹਾਣੀ (ਪਿਛਲੀਆਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ) ਲਘੂ ਪ੍ਰਨ ਉੱਤਰ (ਦਸ ਵਿੱਚੋ ਅੱਠ)।	CO4
(ਓ)ਸੰਖੇਪ ਰਚਨਾ (ਪ੍ਰੋਸੀ) (ਅ) ਅੰਗਰੇਜੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ (ਸਾਹਿਤਕ ਪੈਰ੍ਹੇ ਦੇ ਲਗਭਗ 100 ਸ਼ਿ) (ੲ) ਸੂਚਨਾ ਹਿਤ ਨੋਟਿਸ ਲਿਖਣਾ (ਸਾਹਿਤਕ, ਸਭਿਆਚਾਰਕ ਅਤੇ ਖੇਡ ਖੇਤਰ ਨਾਲ ਸੰਬੰਧਿਤ ਕਾਲਜ ਦੀਆਂਗਤੀਵਿਧੀਆਂ ਬਾਰੇ) (ਸ) ਮੁਹਾਵਰੇ ਅਤੇ ਅਖਾਣ	

Course Code	EDU181
Course Title	ASSESSMENT AND EVALUATION
Hours	L:2,T:0, P:0

Credits	2									
Туре	Core Co	Core Course								
Course Outcomes	On the co knowled CO1: Ex teaching CO2: Do and perf CO3: Ill compref CO4: An	On the completion of the course, the student will gain the following knowledge and skills: CO1: Explore the nature of assessment and evaluation and their role in teaching- learning process. CO2: Develop assessment tasks and tools to assess learner 's competence and performance CO3: Illustrate the importance of assessment in continuous and comprehensive manner CO4: Analyse the data with the help of descriptive statistics.								
Examination Type	Theory									
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT			
Weightage	10%	10%	25%	0%	50%	0%	5%			
Examination Mode	Theory	Theory								
Syllabus	Unit 1: • C Appr • P feedb Diag: • F Progr refere	Unit 1:CO1• Concept of Test, Measurement, Examination, Appraisal, Evaluation and their interrelationships., • Purpose and objectives of Assessment- providing feedbacks, Grading promotion, Certification, Diagnostic of learning difficulties. • Forms of assessment: - (Formative, Summative, Prognostic; Diagnostic; Norm-referenced; Criterion- referenced based on purpose)								
	 Unit 2: Concept of Cognitive, Affective, Psychomotor domain of learning A revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives. Constructing table of Specifications &, writing different forms of questions- (VSA, SA, ET & Objective type, Situation-based) Construction of Achievement tests- steps, procedure and uses 						CO2			

• Construction of Diagnostic test- steps, uses & limitations.	
 Unit 3: CCE: Need, importance and problems faced by teachers Observation Schedule; Check-list; Rating scale; Anecdotal record; Cumulative record. Assessment of group processes- Nature of group dynamics. Grading - Meaning, types, and uses Quality Assurance in tools- Reliability (Test-retest & split- half) & Validity (Face, content, construct 	CO3
 Unit 4 Interpreting student 's performance Graphical representation (Histogram and Frequency Curves). Measures of Dispersion: Range, Quartile Deviation and Standard deviation. Measures of Central tendency: Mean, Median and Mode. 	CO4

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- Ved Prakash, et.al. (2000). Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
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- Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8 th ed.): Chapter 10: Describing Educational Data.
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- Popham, W.J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.• Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn &Bacon.

• T.V. Somashekar (2006). Educational Psychology & Evaluation, Bangalore, Nirmala Prakashan.

Course Code	EDU147	EDU147A						
Course Title	BASIC	PSYCHOLOGICAL	PROCE	ESSES-	- II			
Hours	L:4,T:0,	P:0						
Credits	4							
Туре	Departn	nental Elective						
Course Outcomes	On the co knowled CO1: Hi Personal CO2: Ex CO3: Aj CO4: Ex	On the completion of the course, the student will gain the following knowledge and skills: CO1: Highlight the underlying biological causes of human behavior and Personality. CO2: Explain Motivation and Emotion. CO3: Apprehend the concept of Personality and theories. CO4: Explain the measures, meaning and features of Variability						
Examination Type	Theory	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Syllabus	Unit 1: Biolo (Cen Exoc funct Type • Me Type	 Unit 1: Biological Bases of Behaviour: Nervous System (Central and Peripheral), Glands (Endocrine and Exocrine), Neuron (Structure and function), Resting and Action Potentials. Synapse, Types of t h e synapse. Memory: Nature, Encoding, Storage and Retrieval. Types of memory– sensory, short term and long term. 						
	Unit 2:						CO2	

 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 3: 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) 	CO3
 Unit 4 Measures of Variability: Meaning and Characteristics of a good measure of variability, Measures of variability– Range, Quartile Deviation, Average, Standard Deviation, Variance with their merits and demerits 	CO4

•. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). Psychology. Mcmillan Publishing Company, New York.

542. 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.

Course Code	EDU148	3					
Course Title	BASIC LABOR	PSYCHOLOGICAL ATORY	PROC	ESSES	5–II		
Hours	L:0,T:0, I	P:2					
Credits	2						
Туре	Departn	nental Elective					
Course Outcomes	On the contract of the contrac	On the completion of the course, the student will gain the following knowledge and skills: CO1: Construct various types of personality and motivation tests. CO2: Prepare reports of different types					
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode	Practical						
Syllabus	It wil 1. t aspir 2. P 3. P 4. N 5. A 6. S 7. A	 It will include the following activities: 1. t of Motivation through drive induction or level of aspiration. 2. Projective techniques-incomplete sentence Blank. 3. Personality Inventory 4. Memory Span. 5. A public opinion surveys. 6. Submit a report on Biological Bases of Behaviour 7. A seminar presentation on the type of Personality 					

Course Code	EDU141	В					
Course Title	MACRO) ECONOMICS					
Hours	L:5,T:0, F	P:0					
Credits	5						
Туре	Departn	nental Elective					
Course Outcomes	On the co knowledg CO1: An Keynesis CO2: Ap CO3: Ev cycles ar CO4: De market,	On the completion of the course, the student will gain the following knowledge and skills: CO1: Analyse the scope of macroeconomics and knowledge about Keynesian vs Classical theory. CO2: Apply concepts of consumption function and working of multiplier. CO3: Evaluate the concept of accelerator, MEC and nature of trade cycles and its theories . CO4: Develop an understanding of the concept of money and capital market, banking functions.					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	 Unit 1: Meaning and Scope of Macro Economics. Distinction between Micro and Macro Economics; Determination of Income and Employment: Classical and Keynesian models; Say's Law of Market and Aggregate demand and Aggregate supply. Consumption functions; Average (short-run and long-run) and marginal propensity to consume; Static and Dynamic Multipliers. 					CO1	
	Unit 2:						CO2

 Investment: Meaning, Demand schedules and factors affecting investment decision. Marginal Efficiency of Capital. Accelerator. Trade Cycles-meaning, characteristics and phases. Samuelson and Hicks Models of trade cycles. 	
 Unit 3: Money: Its functions and role. Money and Capital Markets (Introductory). Quantity Theory of Money. Liquidity preference theory. Banking: Definitions of banks. Credit creation and credit control 	CO3
 Unit 4 Inflation: Concept, Causes and cures. Inflation- unemployment Trade-off (only Phillips' contribution). Macroeconomic Policies: Fiscal policy – meaning, objectives and instruments. Monetary policy – meaning, objectives and instruments 	CO4

1. Shapiro, E. Macroeconomic Analysis, Harcourt, Brach and World, New York, 1978.

2. Dernaburg, T.F. and MC Dougall D.M., Macroeconomics: The Measurement, Analysis and Control of Aggregate Economic Activity, McGraw- Hill, Kogakusha, Tokyo, 1972.

3. Gupta, S.B. Monetary Economics: Institutions, Theory and Policy, S. Chand, New Delhi, 2000.

4. Agarwal, V. Macroeconomics Theory and Policy; Pearson India Education Services Pvt Ltd, 2019

	EDU143A
Course Title	SOCIAL INSTITUTIONS
Hours	L:5,T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills: CO1: Describe the concept of various types of social Institutions.

	 CO2: Highlight characteristic features of social institutions like marriage, family and kinship CO3: Explain political and economic institution. CO4: Elaborate cultural and educational institutions 									
Examination Type	Theory	Theory								
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT			
Weightage	10%	10%	25%	0%	50%	0%	5%			
Examination Mode	Theory	Theory								
Syllabus	 Unit 1: Institutions-meaning features; Normative and relational aspect of Institutions. Types-social, political, economic and cultural. The difference among institutions, associations, society and groups. 					CO1				
	Unit 2: • Socia • Ma mate • Fan funct • Kin under linea	CO2								
	Unit 3: • • Pol demo • • Ecc funct Durk	CO3								
	Unit 4 • • • • • •	CO4								

1. Kar, P.K. (1998). Indian Society. New Delhi: Kalyani Publishers.

- 2. Macionis, J.J. (2005). Society: The Basics. New York: Prentice-Hall.
- 3. Madhurima (2009). Readings in Sociology. Part- 1. Jalandhar: New Academic Publishing Co.
- 4. Parelins, A.R. (1978). The Sociology of Education. New Jersey: Prentice- Hall.
- 5. Patel, T. (2005). Family in India: Structure and Practice. New Delhi: Sage Publications.
- 6. Rao, C.N. (2009), Sociology of Indian Society. New Delhi: S. Chand Publishers.
- 7. Rao, C.N. (2009). Sociology: Principles of Sociology. New Delhi: S. Chand Publishers.

8. Ray, R. & Katzenstein, M.F. (2006). Social Movements in India: Poverty, Power and Politics. London: Oxford University Press.

9. Reddy, S.P. & Gangadhar, V. (2002). Indian Society- Continuity Change and Development. New Delhi: Commonwealth Publishers.

10. Sharma, R.K. (2008). Indian Society, Institutions and Change. New Delhi: Atlantic Publishers.

11. Sisodia, Y. S. (2008). India's Social, Economic and Political Development. Jaipur: Rawat Publications.

Course Code	EDU167A									
Course Title	CALCULUS	CALCULUS								
Hours	L:4, T:0, P:0	L:4, T:0, P:0								
Credits	4	4								
Туре	Departmental Elective									
	On the completion of the course, the student will gain the following knowledge and skills :									
	CO1: Describe the various concepts of differential calculus.									
Course Outcomes	CO2: Understand and apply the rule of successive differentiation, indeterminant forms, find concavity and convexity of curve									
	CO3: Understand exactness of differential equation and solve differential equations with constant coefficients, find orthogonal trajectories.									
	CO4: Solve differential equations of first order and higher degree, find area under the curve and understand solids of revolution.									
Examinati on Type	Theory									

Assessmen t Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examinati on Mode	Theory	I	I	I	I	I	L
	Unit 1						
		DIFFERENTIA	L CALCU	ILUS			
Syllabus	• $\in -\delta$ definit unctions and cla ifferentiation, L symptotes curva oints of inflexio	,	CO1				
	Unit 2						
 INTEGRAL CALCULUS Reduction formulae: definite integrals. Quadrature and rectifications volumes and surfaces of solids of revolution 							CO2
	Unit 3						
	INTRODUC • Exact di degree equations singular solut differential equations differential equations independent parameters.	CO3					

Unit 4	
Numerical Differentiation and Integration	
Interpolation, Newton Forward Difference, Newton Backward Difference, Integration by Trapezoidal rule, Simpson's 1/3 rd rule. Simpson's 3/8 rule.	CO4

- 1. Acharya, B.P. & Das R.N. (1998). Fundamentals of Differential Geometry. New Delhi: Kalyani Publishers.
- 2. Jain, P.K. & Kaushik, S.K. (2000). An Introduction to Real Analysis. New Delhi: S. Chand& Co.
- 3. Kishan, H. (2007). Integral Calculus. New Delhi: Atlantic Publishers.
- 4. Kishan, H. (2007). Vector Algebra and Calculus. New Delhi: Atlantic Publishers.
- 5. Kreyszig, E. (1999). Advanced Engineering Mathematics. New Delhi: John Wiley and Sons.
- 6. Muray, D.A. (1967). Introductory course in Differential Equations. New Delhi: Orient Longman.
- 7. Murray, R.S. (1967). Theory and Problems of Advanced Calculus. New York: Schaum Publishing Co.
- 8. Prasad, G. (2002). Integral Calculus. Allahabad: Pothishala Pvt. Ltd.
- 9. Prasad, G. (2004). Differential Calculus. Allahabad: Pothishala Pvt. Ltd.
- 10. Shanker, A.G. (1994). Numerical Integration of Differential Equations. New Delhi: Deep & Deep Publications.
- 11. Widder, F. (2008). Advanced Calculus. New Delhi: PHI Pvt. Ltd.

Course Code	EDU183
Course Title	SIMULATED TEACHING
Hours	L:0,T:0, P:1week

Credits	1							
Туре	Core Co	Core Course						
Course Outcomes	On the co knowledg CO1: Bri work. CO2: And them.	On the completion of the course, the student will gain the following knowledge and skills: CO1: Bridge the gap between theoretical understanding and practical work. CO2: Analyse classroom behavioural problems and learn how to deal with them.						
Examination Type	Practical							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL	
Weightage	0%	0%	0%	0%	0%	100%	0%	
Examination Mode	Practical		·					
Syllabus	Simul Teach The e basic 1. Tř 2. Tř 3. Tř 4. Tř 5. Tř 6. Tř	lated teaching: Nature, 1 ning Role Play, Advanta mphasis shall be laid or major skills of teaching he skill of introduction he skill of explaining he skill of questioning he skill of stimulus vari he skill of reinforcement he skill of blackboard w	Meaning ages and n the dev g are : ation at /riting	g, Mech Limitat velopme	anism, tions ent of so	ome	CO1	

SEMESTER -3 COURSE OUTLINE COURSE-1

Course Code	EDU202A
Course Title	EARLY CHILDHOOD, CHILDHOOD AND GROWING

Hours	L:4, T:0,	L:4, T:0, P:0						
Credits	4	4						
Туре	Core Course							
Course Outcomes	On the cor skills : CO1: Des from infar CO2: Exp during ad CO3: Ide CO4: Enl treatment	On the completion of the course, the student will gain the following knowledge and skills : CO1: Describe physical, cognitive, and emotional development that occurs from infancy through childhood CO2: Explain physical, cognitive, and emotional development that occurs during adolescence. CO3: Identify the problems of childhood and their assessment and treatment. CO4: Enlist the problems of adolescence and their assessment and treatment.						
Examination Type	Theory							
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory	Theory						
Syllabus	Physical developm Motor dev Cognitive processin Emotiona Understa Foundatio	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 CO1						
	Unit 2 : Middle ChildhoodPhysical development in middle childhood: Body Growth, Health Issues, Motor Development and PlayCognitive development in middle childhood: Information processing, individual differences in mental development, Language development, learning in schoolEmotional and Social Development in Middle Childhood: Self- Understanding, Emotional development, understanding others: Perspective taking, Moral development, Peer relations, Family influences, and Some common problems of development					CO2		

Challenges and Solutions for the Safety of Children in the Community	
Unit 3 : Adolescence	
Physical development in adolescence: Puberty- The physical transition to adulthood, The Psychological Impact of Pubertal events, Health issues	CO3
Cognitive development in adolescence: An Information- Processing View of Adolescent cognitive development	
Emotional and social development in adolescence: Alienation, Identity crisis, Interpersonal relationships, Moral development, Career choices, The family, Peer relations, Brain drains, Impact of Media.	
Unit 4 : 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	CO4

- 1. Cole, M and Cole, S (1989). The Development of Children, Scientific American Books, New York
- Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw Hill Education Kakkar, S (1978). The Inner World: A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi
- 3. Mishra, A (2007). Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) Childhood in South Asia. New Delhi: Pearson Education India
- 4. Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF.
- 5. 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

- 6. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development:
- 7. Theory, Research and Applications in India. New Delhi. Sage
- 8. Sharma, N (2011). Understanding Adolescence, NBT, New Delhi, India
- 9. Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- 10. Collins R (1979). The Credential Society: An Historical Sociology of Education and Stratification. New York: Academic Press.
- 11. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
- 12. Gupta D (1991). Social Stratification. New Delhi: Oxford University Press.
- 13. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice-Hall of India.
- 14. Sharma K.L. (1999). Social Inequality in India: Profiles of Caste, Class and Social Mobility. Jaipur: Rawat Publications.
- 15. Sandra Goss Lucas, Douglas A. Bernstein (2014). Teaching Psychology: A Step-By-Step Guide, Second Edition. Psychology Press: New York.

COURSE-2

Course Code	EDU203A								
Course Title	ENGLISH ENGLISH-III								
Hours	L:5, T:0, P:0	L:5, T:0, P:0							
Credits	5								
Туре	Core Course								
	On the completion and skills :	On the completion of the course, the student will gain the following knowledge and skills :							
	CO1: Analyze, interpret, and apply a variety of literary terms in English within diverse literary works, while gaining a nuanced understanding of the historical background and literary features of the Romantic Age.						nglish within he historical		
Course Outcomes	CO2: Critically analyze, interpret, and appreciate English novels, while nurturing higher-order thinking and literary insights.								
	CO3: Interpret and appreciate poetry while refining their reading, writing, critical thinking, and expressive communication skills.								
	CO4: Demonstrate mastery in using the same words as different parts of speech in narrative/descriptive essays.						arts of speech in		
Examination Type	Theory								
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		

Examination Mode	Theory					
	Unit 1					
Syllabus	Historical Background and Literary features of Romantic age.Literary Terms					
	Unit 2					
	CO2					
	Unit 3					
	 POEMS Poem No. 1- The Tyger by William Blake Poem No. 2 – The Solitary Reaper by William Wordsworth. Poem No. 3 – Christable by S.T Coleridge Poem No. 4 – Ode in an Grecian Urn by John Keats 	CO3				
	Unit 4					
	APPLIED GRAMMERUse of same word as different part of speech.Narrative/Descriptive essay.	CO4				

1. English Literature: Its History and Its Significance for the Life of the English-speaking World by William J. Long.

2. Fifteen Poets (1988). Calcutta: Oxford University Press India.

3. Hewing 's, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.

4. Rao, V.K. (2007). Peculiar English. New Delhi: Neel Kamal Publications.

5. Sharma, G.L. (2008). Glimpses of English Poetry. Chandigarh: Publication Bureau, Punjab University.

6. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

COURSE-3

Course Code	EDU205A
Course Title	ELECTIVE HINDI-III
Hours	L:5, T:0, P:0
Credits	5

Туре	Departn	nental Elective					
Course Outcomes	- On the completion of the course the students will be able to • दिए गए कवियों की पाठयवस्तु के सन्दर्भ में व्याख्या-सहित खश्ड करेंगे । • कवि-परिचय, सार और उद्रेश्य सम्बन्धित प्रश्न कर सकेंगें। • मस्टर अभिमन्यु की सन्दर्भ सहित व्याख्या करेंगे । • पात्रों के चरित्रा चित्राश, तत्वों के आधर पर नाटक की समीक्षा तथा समस्या कर सकेंगें। • तंरगशी व मिस्टर अभिमन्यु से संबन्ध्ति लघु प्रश्नों के उत्तार लिख सकेंगें। • रीतिकाल की परिस्थितियाँ, नामकरश, सीमा निर्धरश, प्रवृतियां, रीतिब(और रीति मुक्त काव्य की प्रमुख विशेषताओं का वर्शन कर सकेंगें। • रीति काव्य के प्रमुख कवियों के सम्बन्ध में समीक्षात्मक प्रश्न का उत्तार दे पायेंगे। • आधुनिक काल के केवल कविता खश्ड में से भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगावाद, और नई कविता के प्रमुख प्रवृतियों सम्बन्ध्ति समीक्षा लिख सकेंगें।						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	05	50%	0%	5%
Examination Mode	Theory						
Syllabus	UNIT-I CO1						CO1
	•तंरंगिणी तंरंगिणी तंरंगिणी तंरंगिणी-मनोहर लाल आनन्द • पंजाब यूनिवर्सिऔ पब्लिकेशन ब्यूरो, चण्डीगढ़ निम्नलिखित कवि पाठ्यक्रम में निर्धरित हैं : मैथिलीशरण गुप्त, जयशंकर प्रसाद,						

सूर्यकान्त त्रिापाठी निराला, सुमित्राानन्दन पंत, महादेवी वर्मा, अज्ञेय, ध्र्मवीर भारती; कद्ध दो सन्दर्भ- सहित-व्याख्या-खण्ड करने होंगे।	
UNIT-II •मिस्टर अभिमन्यु मिस्टर अभिमन्यु मिस्टर अभिमन्यु मिस्टर अभिमन्यु • डा॰ लक्ष्मी नारायण लाल; कद्ध सन्दर्भ सहित व्याख्या के लिये दो खण्ड पूछे जायेंगे, उत्तार एक का ही देना होगा। ;खद्ध पात्रों के चरित्रा चित्राण, तत्त्वों के आधर पर नाटक की समीक्षा तथा समस्या सम्बन्धी दो प्रशन पूछे जायेंगे उत्तार एक का ही देना होगा।	CO2
UNIT-III • हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य खण्डद्ध हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य खण्डद्ध हिन्दी साहित्य का इतिहास-रीतिकाल ;केवल काव्य इतिहास-रीतिकाल; केवल काव्य खण्डद्ध	CO3
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 ;केवल काव्य खण्डद्ध ;केवल काव्य खण्डद्ध ;केवल काव्य खण्डद्ध ;केवल काव्य खण्डद्ध	CO4
खण्ड में से भारतेन्दु युग, द्विवेदी	

युग, छायावाद, प्रगतिवाद,	
प्रयोगवाद और नई कविता की	
केवल प्रमुख पर्वृत्तिायों पर	
आधरित समीक्षात्मक प्रश्न।	

- 1. बाहरी हरदेव ;२००४न्द्र हिन्दी उद्भव विकास और रूप, किताव महल, इलाहाबाद।
- 2. सिंह बहादुर ;२००८व्द हिन्दी साहित्य का इतिहास, माध्व प्रकाशन, यमुना नगर।
- 3. साहनी एस.बी. एवं शर्मा आर.पी. ;२००७द्ध सर्वोत्ताम हिन्दी व्याकरण, साहनी प्रकाशन, आगरा।
- 4. चतुर्वेदी राजेश्वर प्रसाद ;२००८द्ध हिन्दी व्याकरण, उपकार प्रकाशन, आगरा।

Course Code	EDU207A
Course Title	E L E C T I V E PUNJABI-III
Hours	L:5, T:0, P:5
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course the students will be able to • ਇਸ ਪੇਪਰ ਦਾ ਉਦੇô ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੇ ਅਖੀਰਲੇ ਪੜਾਅ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। • ਕਹਾਣੀ ਵਿôਾ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਦਿਲਚਸਪੀ ਜਗਾਉਣਾ ਹੈ। • ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਦੇ ਤੱਥਾਂ ਨੂੰ ਨਿôਚਿਤ ਕਰਨਾ ਹੈ। ਕਹਾਣੀ ਸਾਹਿਤਰੂਪਾਂ ਤੋ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ।
Examination Type	Theory

Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory	Theory					
Syllabus	UNIT • ਮੱਧ- ਵਿਅ ਭਾਵ	UNIT-I • ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀ ਪੰਜਾਬੀ ਕਵਿਤਾਂ (ਜ) ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿੱਚੋ ਇਕ) 6 (ਜਜ) ਕਵਿਤਾ ਦਾ ਕੇਦਰੀ ਭਾਵ ਦੱਸ ਕੇ ਸਾਰ ਲਿਖੋ (ਦੋ ਵਿੱਚੋ ਇਕ					
	UNIT-II • ਅੱਠੇ ਪਹਿਰ: (ਜ) ਕਹਾਣੀ ਦਾ ਵਿ0ਾ ਵਸਤ ੂ(ਦੋ ਵਿੱਚੋ ਇਕ) (ਜਜ) ਕਹਾਣੀ ਦਾ ਸਾਰ (ਦੋ ਵਿੱਚੋ ਇਕ)						CO2
	UNIT- III • ਮੱਧਕਾਲ ਦੀ ਚੋਣਵੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਅਤੇ ਅੱਠੇ ਪਹਿਰ (ਪਹਿਲੀਆਂ ਚਾਰ ਕਹਾਣੀਆਂ) ਤੇ ਆਧਾਰਿਤ ਲਘੂ ਪ੍ਰ0ੇਨ (ਅੱਠਾਂ ਵਿੱਚੋ ਪੰਜ)						CO3
	UNIT- IV • (ੳ) ਲੋਕ ਸਾਹਿਤ ਦੇ ਰੂਪ (ਦੋ ਵਿੱਚੋ ਇਕ) (ਜ) ਕਿੱਸਾ (ਜਜ) ਵਾਰ (ਜਜਜ) ਕਾøੀ (ਜਡ) ਜੰਗਨਾਮਾ • (ਅ)ਛੰਦ-ਪ੍ਰਬੰਧ:(ਦੋ ਵਿੱਚੋ ਇਕ (ਜ) ਦੋਹਿਰਾ (ਜਜ) ਸੋਰਠਾ (ਜਜਜ) ਕੋਰੜਾ (ਜਡ) ਦਵੱਈਆ						CO4

- 1. ਮੱਧਕਾਲ ਦੀ ਚੋਣਵਖ਼ ਪੰਜਾਬੀ ਕਵਿਤਾ ਡਾ. ਪ੍ਰੀਤਮ ਸਿੰਘ (ਸੰਪਾ.) ਪਬਲੀਕੇôਨ ਬਿਊਰੋ, ਚੰਡੀਗੜ੍ਹ।
- 2. ਅੱਠੇ ਪਹਿਰ ਦਪੀਲ ਕੌਰ ਟਿਵਾਣਾ (ਸੰਪਾ.) ਪਬਲੀਕੇôਨ 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 ôਾਪ, ਲੁਧਿਆਣਾਂ।

5. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ(1987) ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ(1972) ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆ

	EDU209A
Course Code	
Course Title	HISTORY OF INDIA 1750-1964 AD

Hours	L:5, T:0, P:0	L:5, T:0, P:0							
Credits	5								
Туре	Departmental I	Departmental Elective							
	On the completion of the course, the student will gain the following knowledge and skills :								
Course	CO1. Explain the	CO1. Explain the consolidation and expansion of British Power in India.							
Outcomes	CO2. Recognize and the Depress	e the economic ch ed Classes Mover	anges, s ments ir	ocio-re 1 India.	ligious	reform	n movements		
	CO3. Describe t	he growth of poli	tical con	nscious	ness in	India.			
	CO4. Analyse the cause for the Par	ne communal poli rtition of India.	tics and	ideolo	gy that	becam	ne an important		
Examination Type	Theory								
Assessment	Written Ouiz	Assignment/ Project Work	MS E	MS P	ESE	ES P	ABL/PBL/AT T		
10015	Witten Zuiz	The section of the se		1	50	-	1		
Weightage	10%	10%	25%	0%	%	0%	5%		
Examination Mode	Theory								
	Unit 1								
Syllabus	 Foundation of British rule: Battle of Plassey and Battle of Buxar. Administrative reforms: Warren Hastings, Cornwallis and Dalhousie The uprising of 1857: Political, socio-religious, economic and immediate causes; failure; results; nature of the uprising 					CO1			
	Unit 2						4		
	 Economic changes: 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; Singh Sabha Movement; Depressed classes movement: Contribution of Jyotiba Phule, B.R. Ambedkar and Mahatma Gandhi 								
	Unit 3						CO3		

 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 4 Towards partition and independence: Quit India Movement; British proposals for independence; Indian Independence act of 1947 Significant developments after independence 1947-64: the making of the constitution; integration of princely states; the reorganization of states; industrial and agricultural development. 	CO4

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

2. Grewal, J.S. (1990), the Sikhs of Punjab. The New Cambridge History of India. Orient Longman, Hyderabad.

3. Singh, F. (1972), A History of the Sikhs.Vol. III. Punjabi University, Patiala.

4. Singh, K. (1990), History and Culture of Punjab. Part II (Medieval Period). Publication Bureau, Punjabi University, Patiala.

5. Singh, K. (1991), A History of the Sikhs. Vol. I (1469-1839). Oxford University Press, New Delhi.

Course Code	EDU217G
	RESOURCES AND ENVIRONMENTAL GEOGRAPHY: WORLD
Course Title	PATTERNS
Hours	L:4, T:0, P:0
Credits	4
Туре	Departmental Elective

	On the completion of the course, the student will gain the following knowledge and skills :							
	CO1: Describe concept of resources and their interface with environment.							
Course	CO2: Examine use and misuse of various resources and analyze future prospects.							
Outcomes	CO3: Discuss v management of	various methods f natural resource	and app es.	oroaches	s of coi	nservat	ion and	
	CO4: Discriminate the quantitative and qualitative aspects of human resources in spatial perspectives and the associated environmental problems.							
Examination	Theory							
Туре								
Assessment Tools	Written Ouiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
	Unit 1							
Syllabus	Meaning, nature and components of environmental geography. Human-Environment Relationship Environmental determination and possibilism CO1							
	Unit 2							
	 Nature and definition of resources. Environment interface Classification of resources: renewable and non-renewable: biotic(forests, wildlife, livestock, fisheries, agricultural crops) & Abiotic (land, water, minerals) 							
	Unit 3						CO3	

-		
	 Spatial Distribution, availability, utilization and 	
	conservation of water, minerals and energy resources,	
	their economic and environmental	
	significance and sustainability.	
	• Types of the spatial distribution of forests- their	
	economic and environmental significance and	
	conservation.	
	• Types of the spatial distribution of fisheries- their	
	economic and environmental significance and	
	conservation.	
	• Major soil types and their distribution- problems of soil	
	erosion and soil conservation.	
	Unit 4	
	• Human resources: quantitative and qualitative aspects of	
	Population: number, distribution, density, growth, literacy	CO (
	and urbanization	CO4
	population resources relationship: population- resource	
	regions of the world	

1. Chandna, R.C. (1996), A Geography of Population. Kalyani Publishers, Ludhiana.

2. Chandna, R.C. (1998), Environmental Awareness. Kalyani Publishers, Ludhiana.

3. Chawla, I.N. (1999), Geography of Resources. Bharat Prakashan, Jalandhar.

4. Khullar, D.R. (2000), India: A Comprehensive Geography. Kalyani Publishers, New Delhi.

5. Singh, R.L. (1971), India: A Regional Geography. National Geographical Society of India. Varanasi.

6. Truman, A.H. & Alexander, J.W. (1994), Economic Geography. Prentice-Hall of India, New Delhi.

Course Code	EDU217H
	CARTOGRAPHIC: REPRESENTATION OF GEOGRAPHIC DATA-
Course Title	I(Laboratory)
Hours	L:0, T:0, P:2
Credits	1
Туре	Departmental Elective
Course	On the completion of the course, the student will gain the following knowledge and skills :
Outcomes	CO1: Elaborate Role of cartography in day to day life
	CO2: Learn how geographically data is represented.

1							
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode	Theory						
	Unit 1						
Syllabus	Practical No.1. Symbolization of geographical data:a). Point Symbols: Dot, Circle, Sphere.b). Line Symbols: Isopleths and flow lines.c). Area Symbols: Choropleth maps and their types.					CO1	
	Unit 2						
	a. Representation of point symbols, line symbols and area symbols in cartographic.b. Representation of population data.c. Representation of transport data.				CO2		

1. Chandna, R.C. (1996), A Geography of Population. Kalyani Publishers, Ludhiana.

2. Chandna, R.C. (1998), Environmental Awareness. Kalyani Publishers, Ludhiana.

3. Chawla, I.N. (1999), Geography of Resources. Bharat Prakashan, Jalandhar.

4. Khullar, D.R. (2000), India: A Comprehensive Geography. Kalyani Publishers, New Delhi.

5. Singh, R.L. (1971), India: A Regional Geography. National Geographical Society of India. Varanasi.

6. Truman, A.H. & Alexander, J.W. (1994), Economic Geography. Prentice-Hall of India, New Delhi.

Course Code	EDU211A
Course Title	SOCIAL STRUCTURE
Hours	L:5, T:0, P:0
Credits	5

Туре	Departmental E	Departmental Elective							
	On the completi knowledge and	On the completion of the course, the student will gain the following knowledge and skills :							
Course CO1: Describe meaning, characteristics and elements of social structures of activity of the series of activity of the series of activity of the series of the serie							al structure.		
Outcomes	CO2: Explain the concept, types of social change.CO3: Analyse the various factors of Social Change.CO4: Highlight the different processes of social change.								
Examination Type	Theory								
Assessment		Assignment/	1.695	1.675		-			
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory	Theory							
	Unit 1								
Syllabus	 Social structure: meaning, characteristics, elements- status, role, norms and values. Structural functional approach: contributions of Radcliffe Brown 						CO1		
	Unit 2								
	 Social change: meaning and features. Types of social change: evolution (Comte), revolution (Marx), development- Changing Connotations 						CO2		
	Unit 3								
	• Factors of soci scientific and te	al change: econo chnological, edu	omic, de cational	mograp , legisla	ohic, ative.		CO3		
	Unit 4								
	• Processes of so westernization, Globalization	ocial change: San modernization, S	nskritiza Seculariz	tion, zation &	č		CO4		

- 1. Bierstadt, Robert (1970): Social Order, New York: McGraw Hill.
- 2. Haferkand, H. and Smelser, N.J. (1992): Social Change and Modernity, Berkeley: University of California Press
- 3. Macionis, John, J. (2005): Society: The Basics, New York: Prentice-Hall.
- 4. Madhurima (2010): Readings in Sociology Part-2, Jalandhar: New Academic
- 5. Moore, Wilbert (1965): Social Change, New Delhi, Prentice- Hall.
- 6. Singh, Yogendra (1993): Social Change in India, New Delhi: Haran and Publications.

7. Srinivas, M.N. (1963): Social Change in Modern India, Berkeley: University of California Press. Publishing House (All Mediums)

Course CodeEDU215ACourse TitleINDIAN GOVERNMENT AND POLITICSHoursL:5, T:0, P:0Credits5TypeDepartmental ElectiveNo the completion of the course, the student will gain the following knowledge and skills :Course OutcomesCO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.Course OutcomesCO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.Examination TypeTheory
Course TitleINDIAN GOVERNMENT AND POLITICSHoursL:5, T:0, P:0Credits5TypeDepartmental ElectiveOn the completion of the course, the student will gain the following knowledge and skills :CourseCO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.CourseCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.Examination TypeTheory
HoursL:5, T:0, P:0Credits5TypeDepartmental ElectiveOn the completion of the course, the student will gain the following knowledge and skills :CO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
Credits5TypeDepartmental ElectiveOn the completion of the course, the student will gain the following knowledge and skills :CO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
TypeDepartmental ElectiveOn the completion of the course, the student will gain the following knowledge and skills :CourseCO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.CourseCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
On the completion of the course, the student will gain the following knowledge and skills :CO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
knowledge and skills :Course OutcomesCO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
Course OutcomesCO1 : Describe the historical background of constituent assembly and the making of the Indian constitution.Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
Course Outcomesmaking of the Indian constitution.CO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
Course OutcomesCO2 : Explain the Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System.CO4 : Differentiate between the role of Governor and chief minister in the state politics.Examination TypeTheory
Outcomes Principles of State Policy. CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System. CO4 : Differentiate between the role of Governor and chief minister in the state politics. Examination Type Theory
CO3 : Analyses the role of President, Prime Minister and Judiciary in Indian Political System. CO4 : Differentiate between the role of Governor and chief minister in the state politics. Examination Type Theory
Political System. CO4 : Differentiate between the role of Governor and chief minister in the state politics. Examination Type Theory
Examination Type CO4 : Differentiate between the role of Governor and chief minister in the state politics.
state politics.ExaminationTypeTheory
Examination Type Theory
Type Theory
Assessment Assignment/
ToolsWritten QuizProject WorkMSEMSPESEESPABL/PBL/ATT
Weightage 10% 10% 25% 0% 50% 0% 5%
Examination Theory
Examination Mode Theory
Examination Theory Mode Unit 1 Unit 1
Examination Mode Theory Unit 1 • Constituent assembly: historical background and the
Examination Mode Theory Unit 1 • Constituent assembly: historical background and the making of India's constitution Basic features of Indian
Examination Mode Theory Unit 1 • Constituent assembly: historical background and the making of India's constitution Basic features of Indian constitution Preamble and its importance Nature of Indian CO1
Examination Mode Theory Image: Syllabus Unit 1 • Constituent assembly: historical background and the making of India's constitution Basic features of Indian constitution Preamble and its importance Nature of Indian federalism and center- state relations: Emerging trends in CO1
Examination Mode Theory Syllabus Unit 1 • Constituent assembly: historical background and the making of India's constitution Basic features of Indian constitution Preamble and its importance Nature of Indian federalism and center- state relations: Emerging trends in Indian federalism. CO1

	• Fundamental rights, Fundamental duties: nature, importance and a critique Directive principle of the state policy Fundamental duties: Educating the civil society	
	Unit 3	
	• 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	CO3
	Unit 4	
	• Governor: appointment, powers and role State	CO4
	Ministers and Chief Minister: election, powers, position	004
	and role.	

• Austin. (1966), the Indian Constitution: Corner Stone of a Nation., New Delhi Oxford University Press.

• Austin. (1999), Working a Democratic Constitution: A History of the Indian Experience, New Delhi Oxford University Press.

• Basu, D.D. (1994), an Introduction to the Constitution of India., New Delhi Prentice-Hall.

- Bhambri, C.P. (1997), the Indian State Fifty Years., New Delhi Shipra Publications.
- Brass, P. (1990), Politics of India since Independence., Hyderabad Orient Longman.

• Brass, P. (1985), Caste, Faction and Party in Indian Politics, Vol. II: Election Studies., New Delhi Chanakya Publications.

• Brass, P. (1974), Language, Religion and Politics in North India., London Cambridge University Press.

- Brass, P. (1995), Ethnic Groups and the State., London Croom Helm.
- Chatterjee, P. (1999), State and Politics in India., New Delhi. Oxford University Press
- Fadia, B.L. (1984), State Politics in India., New Delhi Vol. II. Radiant Publishers.

• Frankel, F.R. (2005), India's' Political Economy 1947-2004: The Gradual Revolution. New Delhi Oxford University Press.

• Hasan, Z. (2002), Parties and Party Politics in India., New Delhi Oxford University Press.

- Iqbal, N. (1967), State Politics in India., Meerut, Meenakshi Parkashan.
- Jayal, N.G. (2001), Democracy in India. New Delhi.

• Oxford University Press, Kothari. (1988), State Against Democracy: In Search of Human Governance., New Delhi, Ajanta Publishers

Course Code	EDU221B							
Course Title	INDIAN ECONOMY							
Hours	L:5, T:0, P:0							
Credits	5	5						
Туре	Departmental	Elective						
	On the completion of the course, the student will gain the following knowledge and skills : CO1: Construct new ideas of Indian economy and its potential on natural							
	CO1: Construct resources.	new ideas of Inc	lian eco	onomy a	and its j	potenti	al on natural	
Course Outcomes	CO2: Identify the Role of industries in development process, industrial reforms, and New industrial policy.							
	CO3: Critically evaluate the effect of an Indian tax structure and GST on Indian economy.							
	CO4: Acquire the knowledge of the overall framework and main items in the elaboration of BoP.							
Examination Type	Theory							
Assessment		Assignment/						
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
	Unit 1							
Syllabus	 Features and Characteristics of Indian Economy. Agriculture; Meaning, Importance, Causes of Backwardness and Low Productivity. New Agricultural Strategy, Green revolution and Critical Evaluation with Special Reference to Environmental Degradation. 							
	Unit 2							
	 Unit 2 Industry: Problems of Industrial Development; Public and Private Sector; Features of new Industrial Policy in India, Industrial Licensing policy; FERA and FEMA. Role and Problems of Small-Scale and Large-Scale Industries in India. 						CO2	
	Unit 3						CO3	

 Principal Features Indian Tax Structure: Division of Financial Resources between Centre and the States, GST; meaning, Nature, Scope, Objectives, advantage and disadvantage of GST in India. 	
Unit 4	
 Balance of Payment problem; Role of MNCs in India. Economic Planning: Features, Achievements and Failures and Strategies, NITI Aayog: Meaning, Composition, Objectives and Features. 	CO4

• Bajpai, P & Bhandari, L. (2009). Social and Economic Profile of India. Hyderabad: Orient Black Swan.

- Datt, R. & Sundram, K.P.M. (2007). Indian Economy. New Delhi: S. Chand & Co.
- Dhar, P.K. (1999). Indian Economy. Ludhiana: Kalyani Publishers.
- Ghosh, A. (2004). Bhartiya Arth Vivstha. Patiala: Punjabi University.
- Gill, J.S. (2004). Evolution of Indian Economy. New Delhi: NCERT.
- Gupta, K.R. & Gupta, J.R. (2009). Indian Economy. New Delhi: Atlantic Publishers.
- •Jalan, B. (2008). India's Economy in the New Millennium. New Delhi: UBS

Course Code	EDU223A
Course Title	EXPERIMENTAL PSYCHOLOGY
Hours	L:4, T:0, P:0
Credits	4
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills :
	CO1: Explain the basic concepts of experimental psychology.
	CO2: Elaborate the different types of sensation and perpetual processes.
	CO3: Comprehend the perception of Movement and Space.
	CO4: Describe the nature and features of Normal Probability Curve.
Examination	
Туре	Theory

Assessment Tools Weightage Examination	Written Quiz 10%	Assignment/ Project Work 10%	MSE 25%	MSP 0%	ESE 50%	ESP 0%	ABL/PBL/ATT 5%
Mode	Unit 1						
Syllabus	 Experimental Experimental M Variables: Ty and Response V manipulation at and between Ex 	CO1					
	Unit 2						
	 Sensation: Types of sensations, Visual sensation; structure and functions of the eye. Theories of color vision (Young- Helmholtz. Opponent- Process & Evolutionary). Auditory sensation: Structure and functions of the Ear-Theories of hearing. A brief introduction to cutaneous sensation, olfactory sensation and gustatory sensation. Perceptual Processes: Selective Attention, Nature and factors affecting perception, Principles of perception (organization), perception of form; contour and contrast, figure-ground differentiation, perceptual set. 						CO2
	Unit 3						
	 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 						CO3
	Unit 4						
	• Statistics: Not characteristics	rmal Probability (Numerical of A	v Curve, Areas un	Its nat der NP	ure and C only	l)	CO4

D. Amato, M.H.R. Experimental Psychology, Tata McGraw Hill, New Delhi, 2001.
Garrett, H.E. and Woodworth, R.S. Statistics in Psychology and Education. Vikils,

Feiffer and Simons Pvt. Ltd., 1969.

• Ker lingers, P.N.: Foundation of Behavioral Research, Surjeet Publications, New Delhi, 1998.

• Postman, L. and Egan. J.P.: Experimental Psychology, Harper and Row, New York.

• Schiff man, H.R.: Sensation and Perceptions, John Willey and Sons, 1982.

• Woodworth, R.S. and Schlosberg, H.: Experimental Psychology, Holt, Rinehart and Winston, Inc. 1954.

• Solos, Experimental Psychology: A Case Approach Pearson Education, New Delhi, 2007.

• Sternberg, R.J. Cognitive Psychology, Thomson Wads Worth, 2007.

• Skinner; Charles (2012). Educational Psychology. Prentice-Hall of India. Pvt. Ltd.

Course Code	EDU225							
Course Title	EXPERIMENT	EXPERIMENTAL PSYCHOLOGY LABORATORY						
Hours	L:0, T:0, P:2	L:0, T:0, P:2						
Credits	1							
Туре	Departmental	Departmental Elective						
Course	On the completion of the course, the student will gain the following knowledge and skills :							
Outcomes	CO1: Analyse th	ne various types o	f learni	ng theo	ry.			
	CO2: Devise pra	actical knowledge	e of mer	nory an	d its th	eories.		
Examination Type	Practical							
Assessment	Written Quiz	Assignment/	MSE	MSP	FSF	FSP	ARI /PRI /I P	
Weightage	0%	0%	0%	30%	0%	50%	20%	
Examination Mode	Practical	Practical						
	Unit 1							
Syllabus	It will include the following activities:CO11. Role of set in perception.CO12. Retroactive inhibition3. Recall vs. Recognition Method						CO1	
	Unit 2						CO2	

It will include the following activities:
1. Bilateral transfer of learning.
2. Paired Associate learning.
3. Classical Conditioning / Reaction Time (Simple Vs.
choice RT or Auditory vs. Visual RT)

- D. Amato, M.H.R. Experimental Psychology, Tata McGraw Hill, New Delhi, 2001.
- Garrett, H.E. and Woodworth, R.S. Statistics in Psychology and Education. Vikils, Feiffer and Simons Pvt. Ltd., 1969.
- Ker lingers, P.N.: Foundation of Behavioral Research, Surjeet Publications, New Delhi, 1998.
- Postman, L. and Egan. J.P.: Experimental Psychology, Harper and Row, New York.
- Schiff man, H.R.: Sensation and Perceptions, John Willey and Sons, 1982.
- Woodworth, R.S. and Schlosberg, H.: Experimental Psychology, Holt, Rinehart and Winston, Inc. 1954.

Course Code								
Course Title	ADVANCE CALCULUS AND DIFFERENTIAL EQUATIONS							
Hours	L:5, T:0, P:0	L:5, T:0, P:0						
Credits	5							
Туре	Departmental Elective							
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills : CO1: Define sequence and series and apply different tests to check the convergence of series CO2: Comprehend the use and importance of Laplace transform and solve differential equations in series. CO3: Analyse the different mean value theorems and their importance, concept of envelope and evolute, jacobians.							
Examination Type	Theory	Theory						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	

Examination Mode	Theory	
	Unit 1	
Syllabus	Definition of a sequence, theorems on limits of sequences. Bounded and monotonic sequences,	
	Cauchy's convergence criterion, Series of non-negative terms	CO1
	Comparison tests, Cauchy's Integral test, Ratio test, Cauchy's Root test. Raabe 's test, Logarithmic test,	
	De Morgan and Bertrand's tests, Gauss test. Alternating series, Leibnitz's theorem. Absolute and conditional convergence.	
	Unit 2	
	Continuity, sequential continuity, properties of continuous functions, Uniform continuity	
	Darboux's intermediate value theorem for derivatives,	CO2
	Taylor's theorem with various forms of remainders	
	McLaurin and Taylor series expansions limit and continuity of functions of two variables	
	Unit 3	
	Partial differentiation, change of variables, partial derivation and differentiability of real-valued functions of two variables.	CO3
	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 4	
	Series solutions of differential equations-power series method, Bessel, Legendre Orthogonality of functions, Sturm Liouville problem.	CO4
	Eigen- functions. Reality of Eigen values. Orthogonality of Bessel functions and Legendre polynomials,	
	Laplace transformation. Linearity of the Laplace transformations.	
	Existence theorem for Laplace transformation of derivatives and integrals. Shifting theorems.	

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., NewDelhi.
- 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.

Course Code	EDU231							
Course Title	VALUE BASE	ED EDUCATIO	N AND	APPL	IED ET	THIC		
Hours	L:2, T:0, P:0	L:2, T:0, P:0						
Credits	2	2						
Туре	Core Course	Core Course						
	On the completion of the course, the student will gain the following knowledge and skills :							
Course	CO1: Emerge as responsible citizens with clear conviction to practice value and ethics in life.							
Outcomes	CO2: Explain the concept of value crisis and conflict resolution.							
	CO3: Illustrate the scope and approaches of applied ethics.							
	CO4: Recogniz	the different t	ypes of	Profess	sional e	thics.		
Examination Type	Theory							
Assessment		Assignment/						
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Syllabus	Unit 1						CO1	

	-
VALUE EDUCATION	
Value Education: Concept, Nature, Source &	
importance.	
• Fundamental Human Values-Truth, Peace, Non-	
violence, Righteous Conduct.	
• The value education system in India.	
• Factors affecting values.	
Unit 2	
RESOLUTION AND MANAGEMENT OF	
CONFLICT	
• Value Crisis and conflict resolution: Concept, Positive	CO^2
and negative aspects of conflict, types of conflicts,	02
• Conflict resolution, conflict management, Model of	
conflict resolution, Styles of conflict resolution.	
• Role of family and community in value development	
Unit 3	
APPLIED ETHICS	
• Nature, Scope and uses of Applied Ethics.	
• De-ontological approach to moral education- Immanuel	CO3
Kant, Bhagavat Gita	
• Teleological approach to moral action- J.S Mill,	
Bentham	
Unit 4	
PROFESSIONAL ETHICS	
• Introduction to ethics in teaching	CO4
• Educational ethics, Definition, Nature, Problems	
• Teacher as a moral person and moral educator	
1 I	

1. Nagarazan. A Text Book on Professional Ethics and Human Values. New Age Publishers, 2006.

2. Dr. S. N. Gupta, (Logic Western and Indian)and Applied Ethics, Bharat Parkashan (Regd.) Jalandhar city.

3. Chand, J. (2007). Value education. Delhi: Anshah Publishing House.

4. Jagannath, M. (2005). The teaching of moral values development. New Delhi: Deep and Deep Publication.

5. Passi, B.K., & amp; Singh, P. (1999). Value education. Agra: Psychological Corporation.

6. Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.

7. Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.

8. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.

9. Ethics for Everyone: https://arthurdobrin.files.wordpress.com/2008/08/ethics-for-everyone.pdf

10. http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf

11. Universal Declaration of Human Rights: http://www.un.org/en/documents/udhr/

Course Code	EDU233						
Course Title	GUIDANCE AN	ND COUNSELL	ING				
Hours	L:2, T:0, P:0						
Credits	2						
Туре	Core Course						
	On the completion of the course, the student will gain the following knowledge and skills :						
	CO1: Describe t	the scope and do	mains o	f guida	nce.		
Course Outcomes	CO2: Familiariz guidance.	e with the conce	pt of va	rious to	ools and	d techn	ique of
	CO3: Elaborate the various techniques of counselling.						
	CO4: Explain the organization of guidance programme at different levels of education.						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1						CO1

 Nature and Scope of Guidance Domains of Guidance: Educational Guidance: Role of Guidance Officer and Role of Government Agencies, Vocational Guidance: Concept of Vocational Guidance, Role of Guidance Counsellor and Modern trends in Vocational Guidance. Personal Guidance: Concept and functions of Personal Guidance, Guidance for personality building. 				
Unit 2				
 Tools of Guidance- (Intelligence tests, Aptitude tests, Interest inventories, Personality tests and Achievement tests) Role of teachers in Guidance, Functions of Guidance Services 	CO2			
Unit 3				
 Approaches of Counselling: Meaning, characteristics and Principles of counselling, Counselling approaches vis directive, non directive technique, eclective and RECBT (Rational emotive cognitive behavioural therapy) 				
Unit 4				
• The organization of Guidance and Counselling Programmes: organisation of guidance service at different levels of education, Essentials of good programme. Training of School Counsellors and Managing Guidance and Counselling Programmes.	CO4			

1. David Capuzzi, Douglass R. Gross. (2008) Counseling and Psychotherapy. Delhi Dorling Kindersley.

2. Devi, L. Encyclopedia of Child Welfare Vol (I-VI).

3. Madan, G. R. Indian Social Problems.

4. Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.

5. Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay: TISS.

6. Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay: TISS. Roy, S. Shikshamanovidya.

7. Aggarwal, J. C. (2004). Educational Vocational Guidance and Counseling, New Delhi: Doaba House.

8. Bhatia, K.K. (2008). Principles of Guidance and Counselling, New Delhi: Kalyani Publishers.

Course Code	NCC 201A						
Course Title	NCC Organiza	ation and National	Integrati	on			
Hours	L:3, T:0, P:0						
Credits	3						
	On the completion of the course, the student will gain the following knowledge and skills :						
Course	CO1: Know a NCC for their	bout the history of career prospects.	NCC, its	s organiz	zation, ar	nd the i	ncentives of
Outcomes	CO2: Acquire CO3: Underst	knowledge of duti and different NCC	es and contract contract estimates and contra	onduct of and their	of NCC c	adets.	
	CO4: Explain	the concept of nati	onal inte	egration	and its in	nportai	nce.
Examination Type	Theory		Γ	Γ			
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL
Weightage	0%	0%	0%	0%	100%	0%	0%
Examination Mode	Theory						
	Unit 1 : NCC	C Organization					
Syllabus	Introduction o	f NCC, History, Ai	ims, and	Objecti	ve of NC	CC	
	NCC as Organization, NCC song, Training of NCC, Incentives of joining NCC, Duties of NCC Cadet.CO1						CO1
	NCC Camps: Types & amp; Conduct. Ranks in Amry, Air Force and Navy, Organizational structure of Indian Army.						
	Unit 2 : Natio	onal Integration &	amp; A	warene	SS		
	National Integ integration, Fa Diversity & an	ration: Importance actors Affecting Na np.	& tional Ir	Necessi ntegratio	ty, Emoti n, Unity	ional in	CO2

Ro Ind Bu	ble of NCC in Nation Building, Threats to National Security. dia and its neighbor, Contribution of Youth in National hilding	
Un	nit 3 : National Integration and Awareness	
Wa	ater Conservation and Rain Harvesting	CO3
Wa	aste Management and Energy Conservation	
Un	nit 4 : Social Service and Community Development	
Bas act imp	sics of social service and its need, Types of social service tivities, Objectives of rural development programs and its portance,	CO4
NG cor	GO's and their contribution in social welfare, the ntribution of youth, and NCC in Social welfare.	

Course Code	EDU 291	EDU 291						
Course Title	Recordi	Recording Best Practices in Different School						
Hours	L: T: P:	L: T: P:1week						
Credits	1							
Туре	Core Cor	Core Course						
Course Outcomes	On the co knowledg CO1: To in differen CO2: To lead to im CO3: To resources, CO4: To s education institution	Core Course On the completion of the course, the student will gain the following knowledge and skills: CO1: To comprehend the various teaching methodologies and approaches employed in different educational institutions. CO2: To learn how to adapt and implement effective instructional practices that can lead to improved student learning outcomes across different contexts. CO3: To connect with educators from various backgrounds and exchange ideas, resources, and experiences to enrich one's teaching practice. CO4: To stay informed about the latest trends, innovations, and research findings in education by learning from the experiences and practices of various educational institutions						
Examination Type	Practical							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL	

Weightage	0%	0%	0%	0%	0%	100%	0%
Examination Mode	Practical						
Syllabus	Best prae exemplifi education by develo integratio through o practices building engage ar who rec knowledg and cone measured student su covered u Four bes	ctices are an inherent es the connection al research. They interje oping thinking and pro n and active learnin pportunities for commu are applicable to all gra- blocks for instruction and prompt students to ceive a balanced cur- ge, skills and abilities to cepts across disciplin by standardized tests access. Both scholastic under best practices. St practices for teacher • Teaching a balance • Teaching an integra • Differentiating instr- student needs and • Providing active lead students to internali- poil teacher will prepare erned teacher. This repor- warded.	part of and rela- ect rigor blem-so ag. Rela- nication ade leve . Best learn an riculum o transfe es will and co- ers inclu- and co- ers inclu- ted curric ted curric arning o ize learn a report rt will be	a currevance into the lving sl ationshi and tea els and practice and c be su other in scholas ude: ulum, riculum o meet opportur ing. and w e evalua	riculum identifi e curric cills thi ps are mwork provic es mot ve. Stu possess onnect iccessfu dicator stic area , indivic hities fo	that ed in ulum rough built . Best le the ivate, dents the ideas al as rs of as are lual or	

SEMESTER -4 COURSE OUTLINE COURSE-1

Course Code	EDU201A
Course Title	CONTEMPORARY INDIA AND EDUCATION
Hours	L:4, T:0, P:0
Credits	4
Туре	Core Course

	On the completion of the course, the student will gain the following knowledge and skills :						
	CO1: Elaborate the role of RTE, UEE and LPG in Education.						
Course Outcomes	CO2: Comprehend the various constitutional provisions, prea fundamental rights and directive principles.					umble,	
	CO3: Develop the knowledge about the recommendations of various commissions and National Policies of Education.CO4: Illustrate the various initiatives taken by the Government of India.						various
							nt of India.
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
	Unit 1						
Syllabus	 CONTEMPORARY INDIA Right to Education and Universal Access, Equality of Educational Opportunity. Universal Elementary Education (UEE): Meaning, Definition and Challenges. Impact of liberalization, privatization and globalization (LPG) on education. Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth; 						CO1
	Unit 2						CO2

 CONSTITUTIONAL PROVISIONS AND EDUCATION Constitutional Provisions on Education that reflect National ideals. Democracy and the values of Equality, Justice, Freedom, Concern for others 'Wellbeing, Secularism, respect for Human Dignity and Rights. India as an evolving Nation: Vision, Nature and Salient Features; Democratic and Secular polity, Federal structure: Implications for the educational system; Aims and purposes of education drawn from the constitutional provision Fundamental Rights & Duties of Citizens. Decentralization of Education and Panchayati Raj (Specifically though 73rd and 74th Amendment) 	
 Unit 3 POLICY FRAMEWORK FOR DEVELOPMENT OF EDUCATION IN INDIA Education in Post- Independence Period: Mudaliar Commission (1952); Education Commission (1964-66); NPE1968; NPE 1986 and its modified version 1992; Learning Without Burden-1993, Knowledge Commission (NCF 2005); Justice Verma Commission- 2012, NPE 2020 and Language Policy. Emerging Trends in the interface between: Political Process and Education, Economic Developments and Education, Socio- Cultural Changes and Education, The idea of the Common School System and National System of Education. 	CO3
 Unit 4 INITIATIVES OF THE GOVERNMENT OF INDIA Sarva Shiksha Abhiyan (SSA) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Mid-Day Meal Challenges in Implementation of RTE Act 2009. Meaning of Equality and Constitutional Provisions, Issues of Quality and Equity. (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to the girl child and weaker sections as well as differently-abled children) School safety 	CO4

PRACTICUM

• Organization of Literacy Programmes (Night School/Classes) for adults and continuing educationamong Youths (A Pilot Project).

• 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

Reference Books :

1) Kumar, Ajay, 2021, Education in Contemporary India, Kalyani Publishers, New Delhi.

2) Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT,New Delhi.

3) Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.4) Krishnamurti, J. (1992). Education and world peace. In Social responsibility. KrishnamurtiFoundation.

5) Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
6) Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.

7) GOI (1964-1966): _Education and National Development^{||}. Ministry of Education Government ofIndia 1966.

8) GOI (2004): Learning without Burden, Report of the National Advisory Committee.Education Act.

9) Naik, J.P. & Syed, N., (1974). A Student 's History of Education in India, MacMillan, NewDelhi.

10) UNESCO; (1997). Learning the Treasure Within.

Course Code	EDU 293A
Course Title	HEALTH, YOGA AND FITNESS
Hours	L:4, T:0, P:0
Credits	4

Туре	Core Course						
	On the completion of the course, the student will gain the following knowledge and skills :						
	CO1: Discuss the scope and importance of physical education in context with ancient and modern Olympics.						
Course Outcomes	CO2: Acquire knowledge about health education including different aspects of nutrition and personal hygiene.					ifferent aspects	
	CO3: Explain the Principles of first aid and different types of injuries along with their treatment.						
	CO4: Analyse the impact of various yogic practices and physical exercises on human body system.						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
	Unit 1						
Syllabus	 INTRODUCTION TO PHYSICAL EDUCATION Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education- PhysicalFitness- Meaning, Definition, Components and Benefits - Origin and Development of Ancient and ModernOlympics Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games - Recreational activities. 						CO1
	Unit 2						CO2

 CONCEPT OF HEALTH EDUCATION Meaning, Definition, Aims, Objectives and Importance of Health Education– Nutrition -Malnutrition - Personal Hygiene Health Education in Schools - Health Instruction, Health Services, Safety Education:Importance with reference to Schools, Playfields, Road School and Home First Aid: Road, Water, Fire accidents and Snake bite Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation. 	
Unit 3	
 FIRST-AID- PRINCIPLES AND USES Principles of first aid, first aid equipment's, Fracture - causes and symptoms and the first aidrelated to them, Muscular sprain causes, symptoms and remedies, first aid related to hemorrhage, respiratorydiscomfort, first aid related to the natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, treatment of heatstrok 	CO3
Unit 4	
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.	CO4

 Agarwal, Satya, P. (1998). The social role of the Gita: How and why, Motilal Banarsidass.
 Goel Devraj & Goel Chhaya (2013) Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, The M.S University of Baroda, Vadodara.

3. Porter, Noah. (2003) Falun Gong in the United States: An Ethnographic Study, Master

Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.

4. Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.

5. Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.

6. Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishinghouse.

7. Sachdeva, M. S. (2006). School organization, administration and management. Ludhiana: DantonPublication

8. Chandra, S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi:Subject Publications.

9. Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.

10. Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.

Course	EDU204A								
Code	EI ECTIVE EN								
		OLISII- IV							
Hours	L:5, T:0, P:0								
Credits	5								
Туре	Core Course								
	On the complet	ion of the cours	e, the st	tudent v	vill gai	n the f	ollowing		
	CO1: Critically elaborate literature across a wide range of literary age and context.								
Course	CO2: Interpret and appreciate poetry while refining their reading, writing, critical thinking, and expressive communication skills.								
Outcomes	CO3: Critically analyze, interpret, and appreciate English novels, while nurturing higher-order thinking and literary insights.								
	CO4: Develop English literary nuanced insigh	deep understand terms for preci- t.	ling and se analy	l profic ysis and	ient ap	plication retation	on of diverse n of texts with		
Examination Type	Theory								
Assessment	-	Assignment/							
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		

Examination Mode	Theory	
	Unit 1	
Syllabus	Historical and Literary Characteristics of Victorian and	CO1
-	Modern Age.	
	Unit 2	
	POEMS	
	• Break, Break, Break by Alfred Lord Tennyson.	
	• Tears Idle Tears by A.L Tennyson.	CO2
	My Last Dutches by Robert Browning.	02
	• Dover Beach by Matthew Arnold.	
	• A Prayer for my daughter by William Butler Yeats.	
	• Journey of the Magi by T.S Eliot.	
	Unit 3	
	NOVEL	CO3
	Hard Times by Charles Dickens.	
	Unit 4	
	• Literary Terms: Allegory, Allusion, Epic, Epithet,	
	Hyperbole, Metaphor, Metonymy, Oxymoron,	
	Personification, Satire, Imagery, Symbol, Alliteration,	CO4
	similie, Theme.	
	• Identifying figures of Speech in sentences (unseen)	
	Precise Writings.	

1. English Literature, Its History and Its Significance for the Life of the english-speaking World by William J. Long.

2. Hewings, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.

3. Rao, V.K. (2007). Peculiar English. New Delhi: Neelkamal Publications.

4. Sharma G.L (2008). Glimpse of English Poetry. Chandigarh: Publication Bureau, Punjab University.

5. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

Course Code	EDU206A
Course Title	ELECTIVE HINDI-IV
Hours	L:5, T:0, P:0

Credits	5	5					
Туре	Departn	Departmental Elective					
Course Outcomes	On the completion of the course the students will be able to • एकांकी के तत्वों के आधर पर समीक्षात्मक प्रश्न करेंगे। • पाठय क्रम में दिए गए नाटक और एकांकी की परिभाषा, तत्व और वगीकरश पर आधरित दोनों विधओं सम्बन्धी प्रश्न करेंगे • व्यवहारिक व्याकरण सम्बन्ध्ति प्रश्न का उत्तार करेंगे। • निर्धरित 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।						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0	50%	0	5%
Examination Mode	Theory						
Syllabus	UNIT-I • आदर्श एकांकी संग्रह सं॰ डा. संसार चन्द्र, पंजाब यूनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़ द्वारा प्रकाशित। • एकांकी के तत्वों के आधर पर समीक्षात्मक प्रश्न ;सार-लेखन, चरित्र-चित्रण, उद्देश्य सम्बन्धी ख.संदर्भ सहित व्याख्या नहीं पूछी जायेगी।						CO1
	UNIT-II • समीक्षा सिद्धान्तः केवल नाटक तथा एकांकी • परिभाषा, तत्त्व और वर्गीकरण पर आधरित नाटक तथा एकांकी दोनों विधाओं सम्बन्धी प्रश्न पूछे जायेंग						CO2
	UNIT- • तक	III जनीकी शब्दावलीः	केवल	प्रशार	नकीय		CO3

शब्दावली, (संलञ्न शब्दावली।) • निमंत्रण पत्र, विज्ञारित/विज्ञापन का अपतैयार करना • देवनागरी लिपिः 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 व्यवाहारिक) (घ) वाक्य शोधन (ड) विराम चिह्न	CO4

- 1. चन्द्र संसार (२००६) आदर्श एकांकी संग्रह, पंजाब युनिवर्सिटी पब्लिकेशन ब्यूरो, चण्डीगढ़।
- 2. कुमार सुशील (२००९) सामान्य हिन्दी, प्रयाग पुस्तक भवन, इलाहाबाद
- 3. सिंह बहादुर (२००८) हिन्दी साहित्य का इतिहास, माध्व प्रकाशन, यमुनानगर।
- 4. बाहरी हरदेव (२००४) हिन्छी उद्भव विकास और रूप, किताब महल, इलाहबाद।
- 5. दीक्षित भागीरी (२००३) समीक्षालोक, इन्द्रप्रस्थ प्रकाशन दिल्ली।
- 6. जैन निर्मला (२००६) नई समीक्षा के प्रतिमान, नेशनल पब्लिशिंग हाउस, दिल्ली।
- 7. तिवारी भोलानाथ (२००८) भाषाविज्ञान, किताबमहल एजेन्सीज़, इलाहबाद।

Course Code	EDU208A
Course Title	E L E C T I V E PUNJABI-IV
Hours	L:5, T:0, P:5
Credits	5
Туре	Departmental Elective

Course Outcomes Examination	On the completion of the course the students will be able to ਇਸ ਪੇਪਰ ਦਾ ਉਦ੍ਹੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਧਕਾਲੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਸੰਬੰਧੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। ਕਹਾਣੀ ਰਾਹੀ ਵਿਦਿਆਰਥੀਆਂ 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। Theory						
Assessment Tools	Written Quiz	WrittenAssignment/ProjectMSEMSPESEESPQuizWork </td					
Weightage	10%	10%	25%	0	50%	0	5%
Examination Mode	Theory						
Syllabus	UNIT ੦ (ੳ)ਮੱ ਵਿਚੋ ੦ (ਅ)ਨਿ ਦੱਸ ਕੋ	CO1					
	UNIT- II • (੯ ਪ (7 • (ਅ ਸ	CO2					
	UNIT-III • ਕਾਵਿ ਸੰਗ੍ਰਹਿ ਤੇ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਵਿਚੋ ਲਘੂ ਉਸ਼ੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਨ (ਅੱਠ ਪ੍ਰਨਾਂ ਵਿੱਚੋ ਪੰਜ) • (ਪ੍ਰਨ ਦਾ ਉਸ਼ੱਤਰ ਤਿੰਨ- ਚਾਰ ਸਤਰਾਂ ਤੋ ਵੱਧ ਨਾ ਹੋਵੇ)						CO3
	 UNIT- IV ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701 ਈ: ਤੋ 1900 ਈ:) ਵਾਰ ਕਾਵਿ, ਜੰਗਨਾਮਾ ਅਤੇ ਕਿੱਸਾਸਾਹਿਤ (ਸੰਖੇਪ ਉਸ਼ੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਨ) (ਅੱਠ ਵਿੱਚੋ ਕੋਈ ਪੰਜਉਸ਼ੱਤਰ ਤਿੰਨ ਸਤਰਾਂ ਤੋ ਵੱਧ ਨਾ ਹੋਵੇ) ਨਿਰਧਾਰਿਤ ਕਵੀਆਂ ਉਸ਼ੱਤੇ ਨੋਟ (ਜੀਵਨ, ਰਚਨਾ, ਯੋਗਦਾਨ), (ਹਾੂਮਸ਼ੋਾਸ, ਕਾਦਰਯਾਰ, ਸ਼ਾਸੋਮੁਹੰਮਦ, ਭਗਵਾਨ ਸਿੰਘ) ਦੋ ਵਿੱਚੋ ਇੱਕ 					CO4	

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 ਭਾੂਾ ਵਿਭਾਗ (1972), ਪਟਿਆਲਾ। 4. ਜੰਗਨਾਮਾ ਸਿੰਘਾਂ ਤੇ ਫਰੰਗੀਆਂ_ਸੰਪਾ. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ (2001) ਭਾੂਾ ਵਿਭਾਗ, ਪਟਿਆਲਾ। 5. ਮੱਧਕਾਲੀ ਕਾਵਿ ਸੁਗੰਧੀਆਂ(ਸੰਪਾ:) ਡਾ. ਧਰਮ ਸਿੰਘ, ਪਬਲੀਕ੍ਰੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ। (ਨਿਰਧਾਰਿਤ ਕਵੀ : ਹਾੂਮ ਸ਼ਾਸ, ਕਵੀ ਸੋਧਾ, ਕਾਦਰਯਾਰ, ਾਹ ਮੁਹੰਮਦ, ਭਗਵਾਨ ਸਿੰਘ) 6. ਕਥਾ ਪ੍ਰਵਾਹ (ਸੰਪਾ:) ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵ੍ਰੇਵਰ, ਪਬਲੀਕ੍ਰੇਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ,ਚੰਡੀਗੜ੍ਹ

Course Code	EDU210A							
Course Title	WORLD HIST	WORLD HISTORY 1500- 1870 A.D.						
Hours	L:5, T:0, P:0							
Credits	5							
Туре	Departmental	Elective						
	On the complet knowledge and	ion of the cours skills :	e, the st	tudent v	vill gai	n the f	ollowing	
Course	CO1. Explain forces of Renai	the emergence of ssance and Reference	of Mode ormation	ern Wor n.	ld by c	learly	interpreting the	
Outcomes	CO.2 Evaluate and the rise to p	the causes for the causes for the couser of Napole	ne overt ean Bon	hrow o aparte.	f the ar	ncient r	regime in France	
	CO3. Describe the significance of the Congress of Vienna and beginnings of new inventions in the European society.							
	CO4. Identify the different stages for the unifications of Italy and Germany.							
Examination								
Туре	Theory		-	-	-	-		
Assessment	Written Quiz	Assignment/	MSE	MSD	ESE	ESD	ABI /DBI /ATT	
Weightage		10jeet WOIK	25%	0%	50%	0%	5%	
Examination Mode	10% 10% 25% 0% 50% 0% 5% Theory							
	Unit 1							
Syllabus	• Emergence of Modern World: Renaissance - Meaning,					CO1		
	Causes, and Gr	owth; Effects	Lutha	. Effect	ta			
	• Reforamation	. Kole of warth		, Ellec	lS		CO2	
							0.02	

• The French revolution: causes and impact of the French	
revolution	
• Napoleon Bonapart: reforms of Napoleon Bonapart; his	
continental system	
Unit 3	
• Congress of Vienna (1815): motives, working,	
principles, provisions and significance of Congress of	CO3
Vienna	
• New inventions; spread to Europe; impact on society.	
Unit 4	
•Unification of Italy: different stages in unification of	
Italy; role of Mazzini, Cavour and Garibaldi	CO4
•Unification of Germany: the rise of nationalism and the	
role of Bismarck in the unification of Germany	

MAP WORK

• Important historical places-Paris, London, Rome, Berlin, Frankfurt, Vienna, Waterloo and Moscow

- Unification of Germany
- Unification of Italy
- World Map

Reference Books :

1. Geoffery (2005). Times Compact History of the World. New York: Parker Publications, New Hyde Park.

2. Geoffery (2001). Short History of The World. New Hyde Park, New York: Parker Publications.

- 3. Ketelbay, C.D.M. (2005). Short History of Europe. New Delhi: Surjit Publishers.
- 4. Koch, W.H. (1989). Origin of First World War. United Kingdom: Palgrave Publishers.
- 5. Mckinley, World History, Part I and II.

Course Code	EDU218G
Course Title	GEOGRAPHY OF PUNJAB
Hours	L:4, T:0, P:0
Credits	4
Туре	Departmental Elective

On the completion of the course, the student will gain the following knowledge and skills :					
CO1: Explain the regional setting of Punjab State in detail through physical					
rt links in					
/PBL/ATT					
5%					
CO1					
001					
CO2					
001					
001					
003					
CO4					
-					

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.
Khullar, D.R. (2000), India: A Comprehensive Geography. Kalyani Publishers, New Delhi.
 Mankoo, D.S.(1977), Geography of Punjab. Kalyani Publishers, Ludhiana.
 Mavi, H.S. & Tiwana, D.S.(1993), Geography of Punjab. National Book Trust, New Delhi.
 Singh, M. (1999), Geography of Punjab. Rashmeet Publications, Jalandhar.
 Singh, R.L. (1971), India: A Regional Geography. National Geographical Society of India, Varanasi.

Course Code	EDU218H	EDU218H					
	CARTOGRAP	CARTOGRAPHIC: REPRESENTATION OF GEOGRAPHIC DATA-II					
Course Title	Laboratory	Laboratory					
Hours	L:0, T:0, P:2						
Credits	1						
Туре	Departmental	Elective					
	On the comple	tion of the course	e, the st	udent v	vill gai	n the fo	ollowing
Course	knowledge and	l skills :					
Outcomes	CO1. Illustrate	techniques of Ca	artograp	phy to r	epresei	nt data.	
	CO2. Explain	various statistical	l diagra	ms.			
Examination							
Туре	Practical						
Assessment		Assignment/					
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination	Drastical						
Mode	Practical						
	Unit 1						
	Practical No.1	. Symbolization	of geog	graphica	l data:		
Syllabus	Graphs: Line g	raphs, Climogra	ph, Hyt	hergrap	h, Win	d-	CO1
5 yndous	rose						001
	To represent st	To represent statistical diagrams: Pie diagram and					
	Rectangular.						
	Unit 2						
	Topographical	maps: Study inte	erpretati	ion of			CO2
	topographical 1	maps of India.					

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.

Course Code	EDU216A						
Course Title	INDIAN POLI	TICS					
Hours	L:5, T:0, P:0						
Credits	5						
Туре	Departmental	Departmental Elective					
	On the complet knowledge and CO1: Explain t	On the completion of the course, the student will gain the following knowledge and skills : CO1: Explain the party system in India					
Course	CO2: Analyse the working of the Election Commission						
Outcomes	CO3: Discuss the emerging trends in Indian Politics.CO4: Describe the meaning and determinants of foreign policy in India.						
					licy in India.		
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1						CO1

 Nature of party system in India: a critical evaluation National political parties (Indian National Congress, BJP, CPI, CPI (M), BSP): Their organization, ideologies and electoral performance Regional political parties: organization, ideologies and electoral. Performance of Shiromani Akali Dal, DMK, Telugu Desam, 	
Unit 2	
 The Election commission: formation, functions and role Voting behavior: changing voting patterns and role of education Pressure groups in Indian politics 	CO2
Unit 3	
 Emerging trends in Indian politics: Role of Caste, Religion, Language, Regionalism E-Governance in India: Advantages and Disadvantages of e-governance. 	CO3
Unit 4	
 Basic principles and determinants of Indian foreign policy The policy of Non-Alignment: Meaning and Relevance. Role of India in the Non-alignment Movement. 	CO4

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. (1995), Ethnic Groups and the State., London Croom Helm.

6. Chatterjee, P. (1999), State and Politics in India. New Delhi Oxford University Press,

7. Fadia, B.L. (1984), State Politics in India. Vol. II. New Delhi.

8. Radiant Publishers, Frankel, F.R. (2005), India's Political Economy 1947-2004: The Gradual Revolution., New Delhi Oxford University Press.

9. Hasan, Z. (2002), Parties and Party Politics in India., New Delhi, Oxford University

Press.

10. Hasan, Z., Sridharan. E.& Sudarshan, R. (2004), India's Living Constitution: Ideas, Practices, Controversies., New Delhi.

11. Penn Anent BlackIqbal, N. (1967), State Politics in India., Meerut Meenakshi Parkashan.

12. Jayal, N.G. (2001), Democracy in India New Delhi.

Course Code	EDU212A						
Course Title	SOCIAL STRA	TIFICATION					
Hours	L:5, T:0, P:0						
Credits	5						
Туре	Departmental I	Elective					
	On the completi knowledge and	On the completion of the course, the student will gain the following knowledge and skills :					
Course	CO1: Describe t	the concept and n	neaning	g of soc	ial stra	tificatio	on.
Outcomes	CO2: Analyze the	he theories of so	cial stra	tificatio	on.		
	CO3: Explain th	e forms of Socia	ıl Stratif	fication	•		
	CO4: Highlight	the concept, mea	aning ar	nd indic	ators o	f socia	l mobility.
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
	Unit 1						
Syllabus	• Social stratification – meaning, features and functions; inequalities – social and natural. Elements: differentiation, hierarchy, ranking, reward, evaluation.						
	Unit 2						CO2

	• Theories of social stratification:	
	 Functional – Davis and Moore 	
	• Conflict – Karl Marx	
	• Multi-dimensional – Max Weber.	
	Unit 3	CO3
	•Forms: caste, class and gender. Features and Interface.	
	Unit 4	
	 Social Mobility – meaning, features, types, factors. Indicators – education, occupation, income. 	CO4

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

Course Code	EDU222B				
Course Title	STATISTICS (ECONOMICS)				
Hours	L:5, T:0, P:0				
Credits	5				
Туре	Departmental Elective				
	On the completion of the course, the student will gain the following knowledge and skills :				
~	CO1: Explain the measures of central tendency and their usage.				
Course	CO2: Analyzing the different components of descriptive statistics.				
Outcomes	CO3: Highlight the importance of Index Number and their usage.				
	CO4: Identify the strength and direction of relationships between two variables.				

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Examination Type	Theory						
Assessment		Assignment/					
Tools	Written Quiz	Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory	Theory					
	Unit 1						
Syllabus	 Definition: Scope, Importance and limitation of statistics. Measures of Central Tendency; Types of averages- Arithmetic Mean (Simple and Weighted), Median and Mode. 						CO1
	Unit 2						
	 Measure of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation and coefficient of variation. Simple correlation: Meaning, Types, Karl Pearson & Rank Correlation (Excluding Grouped data), Probable error. 					CO2	
	Unit 3						
	 Index Numbers: Meaning scope and limitation of index numbers, problems in the construction of index numbers. Tests of Index numbers (time-reversal and factor reversal tests), weighted price and quantity index numbers using the aggregate method. Lapser 's, Paasche 's, Fisher 's Formulae, cost of living index numbers. Tests for the consistency of index numbers. Use the index numbers to various fields. 					CO3	
	Unit 4						
 Time Series Analysis: Components, Estimation of trends (Average Method, Semi Moving Averages method) Regression: Meaning, simple regression, least-squares principle, properties of correlation and regression coefficients. 				CO4			

1. Nagar A.L. and R.K. Das. Basic Statistics. Ox-ford 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

Course Code	EDU224						
Course Title	EXPERIMENTAL PSYCHOLOGY- II						
Hours	L:4, T:0, P:0						
Credits	4						
Туре	Departmental l	Departmental Elective					
	On the completi knowledge and	On the completion of the course, the student will gain the following knowledge and skills :					
Course	CO1: Describe t	he various theor	ies of le	earning	and typ	pes of a	reinforcement.
Outcomes	CO2: Explain th	e major theories	regardi	ing mer	nory ai	nd forg	etting.
	CO3: Analyse th	ne problem solvi	ng sphe	ere.			
	CO4: Highlight	the nature and ty	pes of	concept	t forma	tion ar	nd reasoning.
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
	Unit 1						
Syllabus	• Learning: Classical and Operant conditioning, Basic Processes; Extinction, Spontaneous recovery, Generalization and Discrimination. Factors in-fluencing classical and instrumental conditioning. Concept of Reinforcement: Types of reinforcement and Reinforcement Schedules. Transfer of Training and skill learning.						
	Unit 2						
	• Forgetting: Na Theories of forg	ture, Factors, Af etting, Decay, Ir	fecting	forgetti nce retr	ing, ieval		
	• Mnemonics [•] A	n Introduction to	o the co	ncent o	of		CO2
	Mineumonics. C	Constructive men	nory, In	nplicit I	Memor	y&	
	Eyewitness men	nory.		Ŧ		-	
	• Methods of Re	etention					
	Unit 3 CO3					CO3	

• 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 4	
Concept Formation: Nature of Types and Processes.Reasoning: Nature and types of reasoning.	CO4

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.

Course Code	EDU226	EDU226					
Course Title	EXPERIME	ENTAL PSYCH	IOLOC	GY- II L	aborat	ory	
Hours	L:0, T:0, F	2:2					
Credits	1						
Туре	Departmen	Departmental Elective					
Course	On the com knowledge	On the completion of the course, the student will gain the following knowledge and skills :					
Outcomes	CO1: Perfor	CO1: Perform the various test on Recall Vs Recognition Method.					
	CO2: Apply	y the life skill of	f proble	em solvi	ing in r	eal life	situation .
Examination							
Туре	Practical	Practical					
Assessment Tools	Written Quiz	Assignment/ Project Work	MS E	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode	Practical						

	Unit 1	
Syllabus	Practicals have to be performed out of the following:1. Measurement of Differential Threshold.2. Recall Vs Recognition Method.3. Retroactive inhibition.	CO1
	Unit 2	
	Practicals have to be performed out of the following:1. Problem-Solving2. Concept formation.3. Zeigarnik Effect	CO2

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.

Course Code	EDU214A
Course Title	DIFFERENTIAL EQUATIONS, VECTOR CALCULUS AND MECHANICS
Hours	L:5, T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will gain the following knowledge and skills :
	CO1: Solve partial differential equations, charpits method, solve some special types of equations, partial differential equation with constant coefficients.
	CO2: Derive theorems related to differentiation and integration of transforms.
	CO3: Explain motion in one dimension, parallel forces, newton law of motion, resolved parts of force, moments.
	CO4: Discuss state of rest and motion, Atwood's machine, motion under variable acceleration

Examination Type	Theory							
Assessment Tools	Written Quiz	Assignment/ Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
	Unit 1	Unit 1						
Syllabus	Differentiation a	Differentiation and integration of transforms						
	Convolution the		001					
	solution of integ using the Laplac							
	Unit 2							
	Partial differenti	al equations of the	first ord	er				
	Lagrange's solu	can I	C02					
	Charpit 's gener	Charpit 's general method of solution						
	Unit 3							
	Preliminary co concurrent, par	ncepts, Force System rallel, equivalent	stems – o force sys	coplann stems	er, colli	near,		
	Forces acting a resolved parts	CO3						
	Polygon law o unlike parallel							
	Momentsmo	ment of force, Va	arigon's	theorem	1			
	Unit 4							
	Dynamics-stat speed, accelera Newton's laws	CO4						
	Weight carried smooth incline inclined plane;							

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. Murrary 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.

Course Code	EDU234								
Course Title	READING AND REFLECTING ON TEXTS								
Hours	L:2, T:0, I	L:2, T:0, P:0							
Credits	2								
Туре	Core Course								
	On the completion of the course, the student will gain the following knowledge and skills :								
CO1: Develop advanced skills in analyzing and interpreting st narrative excerpts from a variety of literary genres.						ng stories and			
Course Outcomes	CO2: Exami techniques of	ine texts to uncov of literary texts.	ver deep	er mear	nings ar	nd expl	ore narrative		
	CO3: Reflec	ct on the ideas ex	pressed	in the te	exts.				
	204: Plan, draft, edit, and present a piece of writing related to their nderstanding of the text.								
Examination									
Туре	Theory	Γ	1	I		1	Γ		
Assessment	Written	Assignment/					ABL/PBL/AT		
Tools	Quiz	Project Work	MSE	MSP	ESE	ESP	Т		
Weightage	10%	10%	25%	0%	50%	0%	5%		

Examination Mode	Theory	
Syllabus	 Unit 1 Types of text-narrative, expository, descriptive, empirical, conceptual, ethnography, polity documents, fieldnotes. Reflective reading-concept, components and factors. Stories and excerpts from narratives (any one) o How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004 o Tales from the Indian Jungle-Kenneth Anderson- Rupa & Co. 2001 o Tales of the Open Road- Ruskin Bond- Penguin UK-2006 o Encounters with Animals- Gerald Durrel-Penguin-2012 	CO1
	Unit 2 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.)	CO2
	Unit 3 Essays /Excerpts from literary texts (any one or two) The Elephant, the Tiger and the Cellphone-Shashi Tharoor, Penguin, India. Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London. Running in the Family- Michael Ontage, Bloomsbury, London. Interpreter of Maladies- (Title Story)-Jhumpa Lahari, Mariner Books.	CO3
	Unit 4	CO4

Essays/Excerpts from Educational and Scientific Texts	
(Choose any three)	
Medium of education (The selected works of Gandhi-	
Vol.6), Nava Jeevan 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	

Course Code	EDU272						
Course Title	LANGUAGE A	CROSS THE C	URRIC	ULUM			
Hours	L:2, T:0, P:0						
Credits	2						
Туре	Core Course						
	On the completion of the course, the student will gain the following knowledge and skills :						
	CO1: Discuss th	ne concerns for la	anguage	e in con	text to	learne	rs.
Course Outcomes	CO2: Describe t transaction.	CO2: Describe the role of teacher in developing strategies for curriculum transaction.					
	CO3: Develop the concept of communication competencies in various aspects of language.						
	CO4: Appreciate the role of language laboratory.						
Examination Type	Theory						
Assessment		Assignment/	MS	MS		ES	ABL/PBL/AT
Tools	Written Quiz	Project Work	Е	Р	ESE	Р	Т
					50		
Weightage	10%	10%	25%	0%	%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1						CO1

 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 2	
 LANGUAGE AND CURRICULUM TRANSACTION Classroom Discourse- developing strategies for using oral language in the classroom Discussion as an approach for learning; The nature of questioning in the classroom- types of questions and the teacher's role. 	CO2
Unit 3 DEVELOPING COMMUNICATION COMPETENCIES- READING AND WRITING • 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. • Making Reading-Writing connections: Note-making, Summarizing.	CO3
Unit 4 LANGUAGE LABORATORY • Language laboratory– the role of language laboratory in developing language skills, • Planning and installing of language laboratory- a basic requirement of language laboratory lab, Effective use of language lab.	CO4

1. Anderson, R.C. (1984). Role of the Readers Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osborn & 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. Spode (ed.) Handbook of research on the education of young children. Macmillan: New York.

3. Armbruster, Bonnie B. (1984). The Problem of & quota; Inconsiderate Text & quota; In Duffy, G. G. (ed.) Comprehension Instruction, Perspectives and Suggestions. Longman:

New York.

4. Butler, A. and J. Turn bill, (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 102 Arts: Lawrence Erlbaum Associates Inc: New Jersey, USA.

6. Kumar Krishna (2007). The Childs Language and the Teacher. National Book Trust: New Delhi.

JOURSE-17								
Course Code	NCC 202A							
Course Title	Training: Drill, Ma	Training: Drill, Map Reeding, Field and Battle Craft						
Hours	L:0, T:0, P:2	L:0, T:0, P:2						
Credits	2	2						
Туре	Departmental Ele	ctive						
Course Outcomes	On the completion of the course, the student will students will be able to : CO1 : Perform foot drills and follow the different words of command CO2 : Fire a weapon effectively with a fair degree of marksmanship. CO3 :Undertake point-to-point navigation and take part in route marches by day and night. CO4 :Use of bearing and service protractor and locate the places and objects on the ground							
Examination Type	Practical							
Assessment Tools Weightage Examination	Written Quiz 0% Practical	Assignment/ Project Work 0%	MSE 0%	MSP 0%	ESE 0%	ESP 80%	ABL/PBL/LP 20%	
Mode Syllabus	Unit 1 : Drill						CO1	
J						1		

Foot Drill- Drill ki Aam Hidayaten, Word ki Command, Savdhan, Vishram, Aram Se, Murdna, Kadvar Sizing, Teen Line Banana, Khuli Line, Nikat Line, Khade Khade Salute Karna Parade Par, Visarjan, Line Tod, Tej Chal, Tham aur Dhire Chal, Tham. Foot Drill Dahine, Baen, Aageaur Piche Kadam Lena. Tej Chal se Murdna, Tej Chal se Salute Karna, Tej Kadam Taal aur Tham, Tej Kadam Taal se Kadam Badalna. Teeno Teen se Ek File aur ek file se Teeno Teen Banana. Arm Drill.	
Rifle ke saath Savdhan, Vishram aur Aram se. Rifle ke saath Parade Par aur Saj, Rifle ke saath Visarjan, Line Tod. Bhumi Shastra aur Uthao	
Shastra, Bagal Shastra aur Baju Shastra. Salami Shastra. Squad Drill with Arms	
Unit 2 • Man Deading	
 Definition of Map, Conventional signs, Scale and Grid System, Topographical forms and technical terms, Relief, Contours and gradients, Cardinal points and types of North, Magnetic Variation and Grid Convergence. Protractor Bearing and its conversion methods. Service protractor and its uses. Prismatic compass and its uses and GPS. Navigation by compass and GPS. Setting of Map. Findings North and Own Position. Map to Ground. Ground to Map. Google Maps & applications 	CO2
Unit 3 :Field Craft & Battle Craft	
Introduction of Field Craft & Battle craft, Judging Distance, Method of Judging Distance. Indications of landmarks and Targets. Intro, Definitions, Types of Ground, Indication of Landmarks, Methods of hidden of targets, difficult targets. Observation. Camouflage. Concealment. Fire and Move Capsule. Field signal- with hand, with Weapons, Signal with Whistle. Field signals as means of giving orders. Field signals by day, Field signals by night	CO3

Section Formation. Fire control orders. Types of fire control orders. Fire and Movement- when to use fire and movements tactics, Basic considerations, Appreciation of ground cover, Types of cover, Dead ground, Common Mistakes, Map and air photography, Selection of Fire position, and fire control. Knots, Lashing, and Stretchers.

Course Code	EDU 292							
Course Title	Preparin	Preparing School Map						
Hours	L:0 T: (0P:1						
Credits	1							
Туре	Core Co	urse						
Course Outcomes	On the co knowledg CO1: Th framing during f classroon discussin of how to CO2: To strategica libraries,	On the completion of the course, the student will gain the following knowledge and skills: CO1: 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. CO2: To help schools optimize the allocation of resources by strategically planning the location of classrooms, laboratories, libraries, recreational areas, and other facilities.						
Examination Type	Practical							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL	
Weightage	0%	0%	0%	0%	0%	100	0%	

Examination Mode	Practical	
Syllabus	 Some points that can be covered are: Overall view of the school and classroom Kind of learning environment Seating arrangements Safety equipment's in this room Danger points in the room Interruptions during 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 beawarded. 	CO1,CO2

SEMESTER -5 COURSE OUTLINE COURSE-1

Course Code	EDU 331
Course Title	Understanding ICT and its uses in Teaching And Learning
Hours	L: 4 , T: 0, P:0
Credits	4
Туре	Core Course
Course Outcomes	On the completion of the course, the student will be able to: CO1: Appreciate the historical development of various educational media. CO2: use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners(including differently abled. CO3: Use various ICTs for project based/ problem based constructivist learning environment. CO4: Explain the use of ICT in authentic and alternative assessment. CO5: Understand the social , economic and ethical issues associated with the use of ICT

Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	 Unit 1: 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 docs Kindle 						CO1
	Unit 2:	T and Padagagy					CO2
	 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 						

 Unit 4: ICT FOR 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. 	CO4
 Unit 3: ICT FOR ASSESSMENT ICT - Use of Microsoft Office / Libre Office: Document File, Powerpoint 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 journl, question bank. ICT applications for CCE Learning analytics and feedback. 	CO3
 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 intelligence in classroom: ICT tool 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. 	

- 1. Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
- 2. CEMCA(2014).*Technology Tools for Teachers*, Common wealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar,New Delhi.
- 3. David, M. (2009). Project Based Learning-Using Information Technology-Second Edition. Viva Books:

New Delhi.

- 4. Laxman Mohanty ,Neeharika Vora (2008). *ICT* strategies for schools- a guide for school administrators. Sage Publications: New Delhi.
- 5. Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: New Delhi.
- 6. MHRD-GOI (2004 and revised 2010)National ICT @ School Scheme, Department of School Education and literacy, MHRD,Govt.of India,New Delhi
- 7. MHRD-GOI(2012) National Missionon Education through ICTs(NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi

Course Code	EDU341	EDU341A					
Course Title	HISTOR	HISTORY					
Hours	L:5 ,T:0	,P:0					
Credits	5						
Туре	Departn	nental Elective					
Course Outcomes	On the co knowledg CO1. Ex Ranjit Si CO2. En system o CO3. Di Punjab. CO4 Ana cause for	On the completion of the course, the student will gain the following knowledge and skills: CO1. Explain the foundations and expansion of the Kingdom of Maharaja Ranjit Singh in Punjab CO2. Enlist the factors leading to the annexation of Punjab and describe the system of administration as set up after annexation. CO3. Discuss the contribution of Socio-Religious Reform movements in Punjab. CO4 Analyze the communal politics and ideology that became an important cause for the Partition of Punjab					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0	50%	0	5%
Examination Mode	Theory						

Syllabus	 Unit 1: Political Condition of Punjab on the eve of Ranjit Singh's accession to power. Establishment of Ranjit Singh's kingdom: conquest of Lahore, Multan, Amritsar, Kashmir, Peshawar; Administration. 	CO1
	 Unit 2: Annexation of Punjab: First Anglo- SikhWar,Second Anglo-SikhWar,and annexation of Punjab Administration of Punjab; Board of Administration and its working; John Lawrence As Chief commissioner of Punjab. 	CO2
	 Unit 3: Socio-Religious Reform Movements in the late- Nineteenth Century: Christiane vangelicals ; the Arya Samaj ; The Nirrankaris and The Namdharis;the SinghSabhas and the Ahmadiyas The Gurdwara Reforms Movement and SGPC 	CO3
	 Unit 4: Towards Partition: Sikandar-Jinnah Pact,Lahore Resolution, Cabinet Mission Plan, Mountbatten Plan, and Partition. The Punjab after Independence: Reorganization and Rehabilitation, Demand for Punjabi-speaking State,the Reorganization Actof1966. 	CO4

- 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 theSikhs.Vol.I.1469-1839,Oxford University Press,New Delhi.

Course Code	EDU359	EDU359G					
Course Title	WORLI) REGIONAL GEOG	FRAPH	Y			
Hours	L:4 , T	:0 , P:0					
Credits	4						
Туре	Departn	nental Elective					
Course Outcomes	On the co CO 1 : A their ecor CO2: E economic CO3: D CO4: H	 On the completion of the course, the student will be able to; CO 1 : Analyze the geographic dimensions of the world regions in terms of their economic and political aspects. CO2: Explain the physical and human resource base and their interface with economic development. CO3: Describe development problems and prospects. CO4: Highlight the unique feature of every region of the world. 					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1:	Unit 1: • Anglo – America					CO1
	Unit 2:	Australia					CO2
	Unit 3:	Unit 3: • East Asia					CO3
	Unit 4:	• Middle East	and Nor	rth Afrio	ca		CO4

- 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, NewYork.
- 5. Don, R.H. (1980), Essentials of Geography and Development. Macmillan, New York.
- 6. Trisha, R.N., Bali, P.K. & Sekhon, M.S. (2000), World Regional Geography. New Academic Publishers, New Delhi.

Course Code	EDU359	Н					
Course Title	Map Pro	ojection (Laboratory)					
Hours	L: 0 , T	:0 , P:2					
Credits	2						
Туре	Departm	ental Elective					
Course Outcomes	On the completion of the course, the student be able to : CO1: Explain the significance of map projection. CO2: Enhance their technique of map projection.						
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/LP
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination Mode	Practical		·				

Syllabus	Unit 1:	CO1
	General introduction and classification of projections, constructions, properties, limitations and use of projections. Construction, properties and limitations of following map projections: Cylindrical group i).Simple cylindrical projection ii) Equal area iii) Mercator's	
	Unit 2: Conical:i)One standard conicii)Two standard conicsiii)Bonne's projectioniv)Polyconic projection	CO2

- 1. Blij, O.M. (1993), Development Geography: Regions and Concepts.JohnWiley, NewYork.
- 2. English, P.W. &James, A.M. (1989), World Regional Geography: Question of Place. John Wiley, New York
- 3. Jackson, R.H. &LloydE.H. (1991), World Regional Geography: Issues forToday.JohnWiley, NewYork.
- 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

Course Code	EDU353A
Course Title	ECONOMICS OF DEVELOPMENT AND PLANNING
Hours	L: 5, T: 0, P: 0
Credits	5
Туре	Departmental Elective

Course Outcomes	On the completion of the course, the student will be able to: CO1: Comprehend the meaning of economic development in relation to sustainable development. CO2: Identify the indicators of development. CO3: Analyze the strategies of economic growth. CO4: Explain the various theories of economic growth.							
Examination Type	Theory	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Synabus	 Eco Nat Unc 							
	 Unit 2: 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) 					CO2		
	 Unit 3: Inequality and Development: Measuring Inequality, Lorenz Curves, Gini coefficient and Kuznets 'Inverted- U Hypothesis. Rostow's Stage Theory, Strategies of Economic Development-Balanced vs. Unbalanced Growth 						CO3	

Unit 4:	CO4
• Theory of Big Push; Libenstrein's Critical	
Minimum Efforts Thesis	
• Dualism: Social and Technological Dualism, Lewis Model of Unlimited Supply of Labor,	
 Problems of Unemployment and Disguised 	
Unemployment.	

- 1. Meier, G.M. &J.E.Rauch.*Leading Issues in Economic Development*.Oxford UniversityPress.2000.
- 2. Taneja, M.L. &R.M.Myer.Economics of Development and Planning.Vishal Publications.2014.
- 3. Thirwall.A.P. Growth and Development. Palgrave Macmillan Publishers. 7 Edition.
- 4. Todaro, M.P.And Stephen C. Smith. *Economic Development* .Pearson Publications. 2011. Press Ltd.,
- 5. Chew, S.C.and R.A. Denmark *.The under development of Development .*Sage Publications .New Delhi.
- 6. Debraj, Ray. Development of Economics. Oxford University Press. 1998

Course Code	EDU343A
Course Title	SOCIETY IN INDIA
Hours	L:5 , T:0 , P: 5
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will be able to: CO1: Analyze the meaning and Characteristics of various Tribes. CO2: Describe the meaning and characteristics of rural areas. CO3: Explain the meaning and characteristics of urban areas. CO4: Elaborate the various underprivileged sections of the society
Examination Type	Theory

Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	 Unit 1: Tribal: Meaning, characteristics and classification of tribes. Institutional features-family, marriage, economy and the changing trends. 						CO1
	 Unit 2: Rural: meaning and characteristics. Institutional features: family, marriage, economy and polity (village panchayat), changing trends. 						CO2
	 Unit 3: Urban: meaning and characteristics concepts of urbanization and urbanism. Institutional features; urban family: features and changes, economy, voluntary associations, slums. 						CO3
	 Unit 4: Under privileged sections -women, scheduled caste; scheduled tribes and disabled; their disabilities and measures to improve their status 						CO4

- 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):*SocietyinIndia*,Bombay:PopularPrakashan(Hindi&Eng lish).

Course Code	EDU347	EDU347A					
Course Title	Compar	ative Political System	s(UK a	nd USA	()		
Hours	L:5 , T	T:0 , P:0					
Credits	5	5					
Туре	Departn	nental Elective					
Course Outcomes	On the co CO1: Ex CO2: De CO3: Ela CO4: En and US	On the completion of the course, the student will be able to: CO1: Explain the meaning of comparative government and politics. CO2: Describe the concept of British Political System. CO3: Elaborate the salient features of the American political system. CO4: Enlist the formal and informal political functioning of UK and USA.					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory			•			
Syllabus	Unit 1: Meaning politics (Unit 1: Meaning and scope of comparative government and politics Comparative method					
	 Unit 2: The British political traditions Parliamentary government, Monarchy, Cabinet, Parliament Judicial system and rule of law 					CO2	
	Unit 3: • Evol war bill o syste	lution of the America of independence, the fr of rights the constitutio em	n politic aming c nal fran	cal syste of the co nework	em, the onstituti Federa	ion, al	CO3

Unit 4:	CO4
 Political parties and interest groups of UK and the U.S.A Voting behavior and electoral process in the UK.and U.S.A. 	

- 1. Andrew. (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. Anyedition, Vishnu, B. (1983), World Constitutions. New Delhi. Sterling Publisher

EDU 345A
ANALYSIS
L: 5 , T: 0, P:0
5
Departmental Elective
On the completion of the course, the student will gain the following knowledge and skills:
CO1: Analyze the improper integrals and explain the usage of Reimaan integration
CO2: Illustrate double and triple integrals.
CO3: Define series of functions and learn about different types of convergence.
CO4: Work out various theorems related to convergence and learn about Fourier series

Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	 Unit 1: Reimaan integration and Improper integrals Riemann integral, Integrability of continuous and monotonic functions. The fundamental theorem of integral calculus. Mean value theorems of integral calculus Improper integral and their convergence, Comparison tests, Beta and Gamma functions. Continuity, derivability and integrability of an integral of a function of a parameter 					CO1	
	 Unit 2: Double and triple integration Double and triple integrals, Fibonis theorem without proof, change of order of integration in double integrals Volume of gionin space, triple integral sinspeherical and cylindrical coordinates, substitution in multiple integrals 					CO2	
	 Unit 3: Sequences and series of function Sequences and series of function, point wise and uniform coverage, caucy criterion for uniform convergence, weierstrass m-test, Abel's and Dirichlet's tests for uniform convergence and continuity, uniform convergence and differentiation. 						CO3
	Unit 4: • Weid inter Tyle expa	ervstrass approximatio val of convergence of r's theorem for power insion of piece wise mo	n theore power s series F onotonic	m , pow eries, A ourier s c functic	ver serie bel 's a eries, F ons.	es, nd ourier	CO4

- 1. Apostol, T.M. (1985). Mathematical Analysis. Norosa Publishing House, New Delhi.
- 2. Goldberg, R.R. (1970). Real Analysis. Oxford & IBH Publishing Co., New Delhi.
- 3. Lang, S. (1983). Under graduate Analysis. Springer-Verlag, New York.
- 4. Narayan, S. (2000). A Course of Mathematical Analysis .S. Chand & Co., New Delhi.
- 5. Jain, P.K. & Kaushik, S.K. (2000). An Introduction to Real Analysis. S. Chand & Co., New Delhi.

Course Code	EDU355	EDU355A					
Course Title	EXPERI	EXPERIMENTAL PSYCHOLOGY					
Hours	L: 4, T:	0, P: 0					
Credits	4						
Туре	Departm	nental Elective					
Course Outcomes	On the co CO1: Un psychopa CO2: exp CO3: Hig CO4: Ide	On the completion of the course, the student will be able to: CO1: Understand the concept of Abnormality and perspective Of psychopathology. CO2: explain the various causes for Abnormal Behavior. CO3: Highlight stress related disorders and their coping stratagies. CO4: Identify the various addictions and their treatment in society.					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Written Assignment/Project MSE MSP ESE ESP ABL/PBL/ATT Quiz Work					
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

		r
Syllabus	 Unit 1: Abnormality: Concept and Criteria of Abnormality. Myth and Misconceptions regarding Abnormal Behaviour . DSMIV classification of Abnormal Behavior – Advantages and disadvantages Theoretical Perspectives of Psychopathology: Psychoanalytic, Cognitive Behavioral, Humanistic and Interpersonal. 	CO1
	 Unit 2: 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, arly deprivation, Inadequate parenting, pathogenic family structures, mal adaptive peer relationship. Socio-Cultural Causes–(Socio-Cultural Environment and Pathogenic societal influences). 	CO2
	 Unit 3: 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. 	CO3
	 Unit 4: Alcoholism: Misconception about Alcohol & Alcoholism, Clinical Picture, Causes, Treatment & Outcomes. Drug Addiction: Clinical Picture, Causes and Treatment of Opiumandits Derivatives Sedatives (Barbiturates), Stimulants (Amphetamines & Cocaine): Hallucinogens (LSD & related drugs) Marijuana, Caffeine &Nicotine. 	CO4

- 1. Carson, R.C., Butcher, J.N.andMineka, S. (1997), Abnormal Psychology and Modern Life, New York: Harper Collins.
- 2. Davison, G.C.and Neale, J.M. (1998), Abnormal Psychology, NewYork: John Wiley and Sons.
- 3. Sarason, I.G.and Sarason, B.R. (1996), Abnormal Psychology, New Delhi: Prentice- Hall of India.
- 4. Singh, A.A sadharan Manovigyan, Punjabi University, Patiala.
- 5. Alloy,L.B.,Riskind,J.H.&Manso,M.J.(2006),Abnormal Psychology Tata McGraw Hill, Publishing Company, New Delhi

Course Code	EDU 357							
Course Title	EXPERIN	EXPERIMENTAL PSYCHOLOGY (Laboratory)						
Hours	L: 0 , T: 0), P:2						
Credits	1							
Туре	Departme	ental Elective						
Course Outcomes	On the cor CO1: Perfe CO2: Mea	On the completion of the course, the student will be able to: CO1: Perform Intelligence and Personality Test. CO2: Measure interest and attitude of an individual.						
Examinati on Type	Practical	Practical						
Assessme nt Tools	Written Quiz	Assignment/Projec t Work	MSE	MSP	ESE	ESP	ABL/PBL/LP	
Weightag e	0%	0%	0%	30%	0%	50%	20%	
Examinati on Mode	Practical							

Syllabus	 Unit 1: 1. Word Association Test. 2. Adjustment Inventory. 3. Raven's Progressive Matrices / Cattell's Culture Fair Intelligence Test. 4. Measurement of attitudes 	CO1
	 Unit 2: Measurement of Interests. Locus of Control. Submit a report on the Causes of Abnormal Behavior A seminar presentation on ways to deal with Stress and Coping techniques. 	CO2

Course Code	EDU 361A						
Course Title	HISTORY AND CULTURE OF PUNJAB						
Hours	L: 4, T:	L: 4, T: 0, P: 0					
Credits	4						
Туре	Departm	Departmental Elective					
Course Outcomes	On the completion of the course, the student will be able to: CO1: Analyze the factors leading to the annexation of Punjab. CO2. Describe the system of administration as set up after annexation. CO3. Explain the growth of education on modern lines in Punjab and discuss the agenda of socio religious reform movement in Punjab. CO4. Discuss the growth and role of political consciousness in Punjab with reference to its role in India's struggle for Independence.						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%

Examination	Theory	
Mode		
Syllabus	 Unit 1: Causes and consequences of the first Anglo - Sikh war The annexation of Punjab with special reference to the causes and consequences of the second anglo–Sikh war 	CO1
	 Unit 2: Main features of the early British administration British policy towards the army, agriculture, industry, trade and commerce 	CO2
	 Unit 3: Spread of modern education: primary, secondary and higher levels The foundation, program and impact of the social religious reform movements Arya Samaj, Singh Sabha, Anjumans 	CO3
	 Unit 4: Contribution to the growth of political consciousness by the Namdhari movement, the uprising of 1907 and the Gaddar movement. Contribution to the freedom struggle with special reference to the Gurudwara form movement, Jallianwala Bagh, Bhagat Singh, Non-cooperation and Civil disobedience 	CO4

- 1. Singh, F. (1987), History and Culture of Punjab. PartII, Publication Bureau, Punjabi University, Patiala.
- 2. Singh. (1974), Freedom Struggle in Punjab. Publication Bureau, Punjabi University, Patiala.
- 3. Grewal, J.S. (2005), the Sikhs of the Punjab, New Cambridge House. New Delhi
- 4. Singh, K. (1991), a History of the Sikhs.Vol.II (1839-1998), Oxford University Press, Delhi.
- 5. Satya, M.R. (1978), Heroic Tradition in Punjab (1900-1947).PunjabiUniversity, Patiala.
- 6. Chopra, P.N. &Das, M.N. (1974), Asocial, Cultural& Economic History of India. Vol.III, Macmillan India,
7. Yadav,K.C.(1991),HaryanaAitihasikSimhavalokan(Hindi).HaryanaSahityaAk ademy,Chandigarh

Course Code	EDU 36.	EDU 363A					
Course Title	HISTOR	HISTORY OF INDIA(1857-1950)					
Hours	L: 4 , T	L: 4 , T: 0, P:0					
Credits	4						
Туре	Departn	nental Elective					
Course Outcomes	On the co CO1. Ex the 19 th a CO2. Ela CO3. De CO4. Id states.	On the completion of the course, the student will be able to: CO1. Explain the cultural changes and Socio-religious reform movements in the 19 th and 20 th century. CO2. Elaborate the concept of nationalism and analyze its different trends CO3. Describe Gandhi an Nationalism, his ideas and movements CO4. Identify the different social groups that led to the emergence of new states.					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory	Theory					
Syllabus	Unit 1: Cultural Moveme • The • Ref San Ary Sin gen	 Unit 1: Cultural Changes and Social and Religious Reform Movements The advent of printing and its implications Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishnaand Vivekananda, Arya Samaj,Wahabi Deo band, Aligarh and Singh Sabha Movements.Debates around gender 					CO1

 Unit 2: Nationalism: Trends upto 1919 Political ideology and organizations, the formation of INC 	CO2
Moderates and extremists.Swadeshi movement, Revolutionaries	
 Unit 3: Gandhian Nationalism after 1919: Ideas And Movements Mahatma Gandhi: his Perspectives and Methods, Impact of the First World War; Rowlett Satyagraha and Jallianwala Bagh; Non-Cooperative and Civil Disobedience ; Quit India 	CO3
 Unit 4: Landlords, Professionals and Middle Classes; Peasants;Tribal;Labour;Dalits;Women;Business groups Communalism: Ideologies and practices. Independence and Partition: Negotiations for independence, and partition. The emergence of a New State: Making of the Constitution; Integration of princely states. 	CO4

- 1. JudithBrown,Gandhi'sRise to Power,1915-22.
- 2. PaulBrass, 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.** MohandasK.Gandhi,An Autobiography or The Story of My Experiments with Truth

Course Code	EDU 399A
Course Title	Psychology for living
Hours	L: 4 , T: 0, P:0
Credits	4
Туре	Departmental Elective

Course Outcomes	On the completion of the course, the student will be able to: CO1: Understand the nature and methodology of Psychology. CO2: Explain the different types of sensations. CO3: Identify the nature and different theories of intelligence. CO4: Enumerate the various techniques for improving memory.							
Examination Type	Theory							
Assessment Tools	Written Quiz	Written QuizAssignment/ProjectMSEMSPESEESP						
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Syllabus	 Unit 1: CO1 Nature: Psychology as a Science, Historical background of psychology with brief introduction to schools (Structurism, functionalism, psychoanalysis, behaviorism, Gestalt and humanistic. Methods: Introspection, observation, experiment case study, survey, interview and questionnaire 						COI	
	 Unit 2: Sensation: Types of sensations Perceptual processes: Nature and factors affecting perception 						CO2	
	 Unit 3: Intelligence: Nature of Intelligence, Theories (Spearman and Thurston), Cognitive Theories(Gardener and Sternberg) 						CO3	
	 Unit 4: Learning: conditioning, observational learning; memory-processes, information processing model , techniques for improving memory. 						CO4	

- 1. Atwater,E.&Grover,D.&Karen(1999).Psychology for living: Adjustment, Growth and behavior today. Prentice Hall.
- 2. Carr,A.(2004).Positive Psychology:The science of happiness and human

strength.UK:Routledge.

- 3. Morgan,G.T.,King,P.A.,Weisz,T.R.&Schopler,J.(1999).IntroductiontoPsych ology.McGrawHillBookCo.,NewYork.
- 4. Schiffman, H.R.: Sensation and Perceptions, John Willeyand Sons, 1982.
- 5. Solso, R.L. (2007). Cognitive Psychology. Pearson Education, New Delhi.
- 6. Hall,S.S.&Lindzey (1969).Theories of Personality.Wiley Eastern Ltd. New Delhi.

Course Code	EDU365A
Course Title	MOOC COURSE
Hours	L: 4 , T: 0, P:0
Credits	4
Туре	Departmental Elective
Course Outcomes	It will be mandatory for pupil teachers to join any MOOC course related to education and produce a certificate of the course for the evaluation of the course by the concerned faculty members. MOOC (Massive Open Online Course) platforms are fast gaining popularity in India. Many Indian students and working professionals have now started embracing MOOC platforms to develop deeper knowledge in their respective subjects. Considering the popularity and relevance of MOOCs,the government of India has also launched an indigenous platform, SWAYAM. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000courses. 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 has been launched by the government to take-the best teaching-learning resources to all ,including them disadvantaged,l informs the official website.

Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	 Major fei platform Coursi of coursi of coursi and taugli subjet as an settra curri durate monte settra compable throu discu Eligi throu (swa anyw Coursi free obtai stude Cert certifi regis reaw comp Crect be Mark can imple 	eatures of the govern h, SWAYAM include: rse type and duration ourses offered through Non-Credit. A credit int for at least one se ext. Non-credit course h awareness programm aining, which are n culum. Such courses tion, usually ranging ths. rse components: Courses iton, usually ranging ths. rse components: Courses reading material, se and quizzes and test testion forum for clearing bility: Online educate type and the portal yam.gov.in) can be a where, at anytime. rse fee: Courses offere of cost for residents of n a certificate for entsneedtopayanominal ification: Students w ficates for their courses tered on SWAYAM por arded to students o opletion of the course. lits: At theen do feach assessed through cs/grades secured by se be transferred to the ement the same,UGO	nment' There SWAY course emester include ne and ot part can b from Courses for stud of accessed ed via S of India. a part fee. vho wis need to a tal. Also nly after acaden C has	s onlin are two (AM – is a o as part course specific of an be of s two to hosted dents in bad able ssment d an ts. urses o SWA d by ar SWA d by ar SWA A SWA A SWA SWA A SWA SWA SWA SWA S	e educ types Credit course t of a s such s such s skill- ny set shorter o four d on n four four d on n four ffered YAM nyone, M are ver, to course obtain nselves cates a cessful ts will lexam. exam ords.to UGC	ation	CO1

(Credit Frame work for online learning courses through	
(SWAYAM) Regulation 2016 recommending universities to identify courses in which credits can be transferred to students'academic records.	

Course Code	EDU392	EDU392A					
Course Title	ELECT	ELECTIVE ENGLISH-V					
Hours	L: 4 , T:	0, P:0					
Credits	4						
Туре	Core Co	urse					
Course Outcomes	On the completion of the course, the student will be able to: CO1:Examine drama as a literary genre, dissecting its form, themes, characters, and cultural context. CO2: Critically analyze, interpret, and appreciate English novels, while nurturing higher-order thinking and literary insights. CO3: Develop students' understanding and appreciation of short stories while fostering critical thinking, communication and creatively through analysis, discussion and creative exercises. CO4: Develop abilities in formal and informal communication through adept						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Unit 1: • Drama: Arms and Man by G.B.Shaw					CO1	

Unit 2:Novel: Untouchable by Mulk Raj Anand	CO2
 Unit 3: Short story The Lottery Ticket by Anton Chekov The Blue Umbrella by Ruskin Bond 	CO3
Unit 4: Functional English Conversation: formal and informal panel discussion, group discussion and oral presentation.	CO4

- 1. Koneru, Aruna. Professional Communication. Delhi: McGraw, 2008. Print.
- 2. English Literature, Its History and Its Significance for the Life of the english-speaking World by William J.Long.
- 3. Hewings, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.
- 4. Rao, V.K. (2007). Peculiar English. New Delhi: Neelkamal Publications.
- 5. SharmaG.L(2008).GlimpseofEnglishPoetry.Chandigarh:PublicationBureau,PunjabUniversit y.
- 6. Tickoo, C. & Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

Course Code	EDU3947	EDU3947A					
Course Title	ELECTIVI	E HINDI- V					
Hours	L:5, T:0	, P:0					
Credits	5						
Туре	Departn	Departmental Elective					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

दइरमबजपअमे अध्ययन प्रक्रिया के समापन के उपरान्त विद्यार्था :- • रामधरी सिंह दिनकर के कुरूक्षेत्र में से दिए गए चार काव्याशों क` संदर्भ में व्याख्या लिखेंगे । • इन्ही काव्याशों पर आधरित आलोचनात्मक प्रश्नों के उत्तार लिखेंगे। • करूक्षेत्र संक्षिप्त तथा गद्य पर आधरित प्रश्नों के उत्तार देंगे। • निबन्ध, आत्मकथा, जीवनी, व संरमरण विधाओं पर आधरित तुलनात्मक प्रश्नों को उत्तार लिखेंगे। • अलंकार की परिभाषा, विशेषताएँ, व दिए गए अलंकारों का प्रयोग करेंगे। १४७ • अलंकारों क` लक्ष्ण व उदाहरण लिखेंगे। • काव्य, महाकाव्य, खण्डकाव्य व गीतिकाव्यों की परिभाषा, भेद, तथा विशेषताओं का वर्शन करेंगे। ब्वनतेम ब्वदजमदज न्दपज प करूक्षेत्र : रामधरी सिंह दिनकर .. प्रकाशक-राजपाल एण्ड सन्ज, नई दिल्ली ७-७ अंकों की दो संदर्भ सहित व्याख्याएं करनी होगी। कर्ल चार काव्यांश दिए जायेंगे। ४ अंकाें का एक आलोचनात्मक प्रश्न पूछा जायेंगा। १५ न्दपज प्ट समीक्षा सिद्धांत : क) काव्य की परिभाषा तथा भेद, महाकाव्य, खंडकाव्य, गीतिकाव्य की परिभाषा तथा विशेषताए (इन में से क) कम से कम २ प्रश्न पूछे जायेंगे, छात्रों को केवल १ करना होंगा।) ख) गद्य विधाएं-निबंध, संस्मरण, जीवनी तथा आत्मकथा के स्वरूप और तत्वाें का सामान्य परिचय। (इन गद्य-विधओं में से क` कम से कम २ प्रश्न पूछे जायेंगे, छात्रों को केवल १ करना होंगा।) ७). ७)त्र१७ न्दपज प्प १ लघूतातताताताराप`क्षी : प्रथम दो खंडों ;कुरुक्षेत्र एवं समीक्षा सिद्धांत में से पांच-पांच अंक को तीन प्रश्न करने होंगे, ६ प्रश्न पूछे जाएंगे । (शब्द सीमा - ४० शब्द) १४ न्दपज प्ट अलंकार : क`वल निम्नलिखित अलंकार निधा रित है । अनुप्रास, यमक, श्लेष, वकोक्ति, उपमा, रूपक, अतिशयोक्ति, विरोधभास, उत्प्रेक्षा, प्रतीप । १७ ज्मंबीपदह रमंतदपदह म्ञाचमतपमदबमे प्द जीपे चंचमतए ६०ः ंबंकमउपब जतंदेंबजपवदेूपसस इम

जमंबीमत कपतमबजमक इल्रंल व समबजनतमेए कपेबनेपवदे दक चतमेमदजंजपवदे बवदकनबजमक इल जीम जमंबीमतण जीम तमउंपदपदह चवतजपवद ूपसस इम बवअमतमक पद जीम वितउ व पदकपअपकनंसप्रमक ेमेपवदंस ूवता ूीपबी ूपसस पदबसनकमरू १. किसी महान हिन्दी कवि की जीवनी तथा आत्मकथा लिखें। २. दिए गए अलंकारों का प्रयोग से संबंधित कतरन रजिस्टर तैयार करें। म्अंसनंजपवद ैबीमउम जीम मअंसनंजपवदूपसंस इम इंमक वदरू पद्ध जीमवतल चंचमत पसस बवदेपेज व ६० उंतो ;३ ब्तमकपजेन्द्र म्पहीज सवदह ंद्रेमत ्रनमेजपवदे वर्ि ७७ उंतो मंबी ूपसस इम ेमजए जांपदह जूव तिवउ मंबी वर्िविनत नदपजे वजिमि लससंइनेए वनज वर्ीिपबी जीम बंदकपकंजमेूपसस इम तमुनपतमक जव जजमउचज वदम तिवउ मंबी नदपजण ;१७ग४ त्र ६० उंतोद्धण पपद्धेनचमतअपेमक ेमेपवदंस वतारू चतवरमबज वताए जमंउ चतमेमदजंजपवदेए पदकपअपकनंस जमतउ चंचमते दक ेपहदउमदज :२० उंतोरू १ ब्तमकपजन्द्रण १७८ पपपन्द प्दजमतदंस ेंमेउमदज हेंमक वद जमतउपदंस मगंउपदंजपवदेए जजमदकंदबमए बसेंतववउ पदजमतंबजपवदेएेदंच जमेज मजबण :२० उंतोरू १ ब्तमकपजन्द्रणेनहहमेजमक त्मंकपदहे चतुर्वेदी राज`श्वरप्रसाद, (२००८) हिन्दी व्याकरण उपकार प्रकाशन, आगरा। २. साहनी एस.बी, शर्मा आर. पी (२००७) सर्वोत्ताम हिन्छी व्याकरण, साहनी प्रकाशन, आगरा। ३. राजाराम कल्पना (२००९) निबंध बोध, स्पेक्ट्रम बुक्स प्रा. लि., दिल्ली। ४. गृप्त गणपतिचन्द्र (२००८), साहित्यिक निबंध, लोकभारती प्रकाशन, इलाहबाद। ७. गुलाटी यश (२००७), बृहत् साहित्यिक निबन्ध, सूर्यभारती प्रकाशन, दिल्ली। ६. नगेन्द्र हरदयाल (२००९) हिन्दी साहित्य का इतिहास, मयूर पेपरबैक्स, नोयड़ा

Course Code	EDU377						
Course Title	ELECT	ELECTIVE PUNJABI- V					
Hours	L:5, T:	0, P:0					
Credits	5						
Туре	Departn	nental Elective					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
	UNIT-1 "ਬਜੲਚਟਵਿੲਸ ¬ ਡਝ; ਗ/ਗੋ ਦਕ ਠ।ਦ/ô ਡਟਡਦਨਕੋਓਹਨਖ ਭ(ਜ਼ 'ਗਯੲਕਬਹਭ ਗਜ਼ਕਿਪਹ ੲਕਡਟਯਕੋਕ ਸ'ਅ ਕਿਧ{ ਏਂਟਕਠ।ਧਕ ਜ ?. ¬ ਡਟੁਕੋਖ ਦ/ ਸੋਸਹਪਪਗਯ ਗਤਰਂਕਟ / ਭ(ਜ਼ ਠ।ਘਕੋਭਕ ਜ?. ¬ ਗਜ਼ਕਿਪਹ ਘਕôਕ ;ਜ਼ਪਜ਼ਯਹ ਡਟ;ਓਕੋਗੋਟਿੲ ;ੰ ਗ?ਦਕ ਏਂਭਕ ਜ ?. ¬ ਡਟਨਕਏਧ ਡਟਗੁ ਟਕੲਖ ਦ/ ਘ/ਦਖ ਪਕੋ/ ਕਿਰੋ[ੲ ਏਂਟਕਠ।ਧਕ ਜ ?. ਗਕਮੲਤਾ ੧ੳ 'ਗਯ ੲਕਬਹਭ ਗਜ਼ਕਿਪਹ ੲਡਟਸਕ ਦਕ ਨਡਯਨ?ਭ ੨ੳ ਗ?ਕੋੁੱਭਕ ੩ੳ ਡਬਗਹ ੪ੳ ਡਟਨਕਏਧ ਲ ਡ;ਯਖਸ ੲੋ', ¬ 'ਯੲਕਬਹਭ ਗਜ਼ਕਿਪਹ ੲਡਟਸਕ ਦਕ ਨਡਯਨ?ਭ ੨ੳ ਗ?ਕੋੁੱਭਕ ੩ੳ ਡਬਗਹ ੪ੳ ਡਟਨਕਏਧ ਲ ਡ;ਯਖਸ ੲੋ', ¬ 'ਯੲਕਬਹਭ ਗਜ਼ਕਿਪਹ ੲਕਡਟ ਯਕੋਕ ਡਟੁ ਗਤ;ਜ਼ਰ ;ਕਡਜਸ ਡਟਨਕਡੇਨਕ ਪ ਮੳਰਕਸ ¬ 'ਯੲਕਬਹਭ ਗਜ਼ਕਿਪਹ ੲਕਡਟ ਯਕੋਕ ਡਟੁ'ਅ ਡਰੋਯਕੋਸ ਡੲ;/ ੲਟਹ ਦਕ ਹਿਟਭ ਪ ਮੳਰਕਸ ਨਟਿ-ੀ ¬ ਪਾਰ ਪਰਿਚਕ ੲਡਟਸਕ ਦਕ ੲ/ਅਦੋਹ ਘਕਟ ਖਿ ;ਕੋ ਨਟਿ-ੀੀ ¬ ਗ?ਕੋੁੱਭਕ (ਬਰਘਰ ੩੦੦ ôਪਦ) ('ਭ1ਹ ;।ਘਕਨ ਹਿਟਭ ਦੇôਭ ਨਸ/ ਹਿਟਭ ਦ / ਜਬੲ/ ਚ ਬੲ/ ਡਟਡôਨਕ ਭਕਬ ;ਜਪਜ਼ਡਯਸ) (ਦ' ਡਟੁ'ਅ ੲ'ਤਹ ਡਝੲ) ਪ ਮੳਰਕਸ ¬ ਡਬਗਹ ਦਹ ਾੀਬਹ ਕਿਧ ਗਸ਼ਕਧ ਲ ਡਬਗਹ ਦਹ ਗਡੋਘਕôਕ, ਭਾ ਸ/ ਡਟਣਕ; (ਦ' ਡਟੁ'ਅ ਡਤੲ) ਪ ਮੳਰਕਸ _ਨਟਿ-ੀੜ ੧੫੨ ¬ ਡਟਨਕਏਭ ਲ ਡ;ਯਖਸ ਟਕੲਜ਼ô, ਭਖਟ ਟਕੲਜ਼ô ਸ/ ਡੲਡੋਨਕ ਟਕੲਜ਼ô ਦਹ ਗਡੋਘਕôਕ ਸ/ ਗਸ਼ਕਧ ¬ ਡਟਜਕੋੲ ਗਤôਭ ਭ' ਲ ਗ/ਗੋ ;?' ਟਬ'ਅ ਠ।ਗੋ'ੲਸ ;ਜੲਬਗਕ ਦ / ਨਯਕੋ ਸ/ ਜਹ ;ਜ਼ੇ/ਗ ;ਟਕਬ ਗ।ਸ/ ਕਿਧ. (ਡਝ; :[ਡਭ ਡਟਗ਼ੁ'ਅ ੲ।ਬ ਨਗਮ ਗਤôਭ ਗ।ਗਸ਼/ ਕਿਧ ਡਿਥਖ ਡਟਗੁ'ਅ ਗਜ਼ੀ ਏਂਭ/ ਜਾਧਰ/.						

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ਤੁੲਸਟਨਿਸ ਡਰੰਮ ੲਓਚਹੁਨਟਿ ⊓ਟਹ ਨਿਟੲਰਨਓਲ ਚਹੀਚੲ. ਠਹੲ	
ਸਟੁਦੲਨਟਸ ਾਲਿਲ ਬੲ ਰੲਤੁਰਿੲਦ ਟੋ ੳਟਟੲਮਪਟ ੋਨੲ ਤੁੲਸਟੀੋਨ	
ਡਰੋਮ ੲੳਚਹ`ਡ ਟਹੲ ਡੁੋਰ੍ੁਨਟਿਸ (੪੦ ਮੳਰਕਸ: ੨ ਛਰੲਦਟਿਸ).	
ਿੀ) ਨਿਟੲਰਨੳਲ ਉਸਸੲਸਸਮੲਨਟਾਲਿਲ ਬੲ ਬਉਸੲਦ [`] ਨ	
ਟੲਰਮਨਿਊਲ ੲਣਊਮਨਿਊਟਨਿਸ, ਊਟਟੲਨਦਊਨਚੲ, ਚਲਊਸਸਰੋਮ	
ਨਿਟੲਰੳਚਟਨਿਸ, ੲਟਚ. (੧੦ ਮੳਰਕਸ: ੦.੫ ਛਰੲਦਟਿ).	
ਸ਼ੁਗਗੲਸਟੲਦ ਭੋਕਸ: ੧. ਹਰਕੀਰਤ ਸਿੰਘ (ਡਾ.), 'ਕਾਲਜ ਪੰਜਾਬੀ	
ਵਿਆਕਰਨ', ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ,ਚੰਡੀਗੜ੍ਹ	
ਗਿਆਨੀਲਾਲ ਸਿੰਘ , ੧੯੯੯. ੨. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ(ਡਾ.),	
ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ, ੧੯੯੭	
੩. ਜੱਸਲ ਕਵਲਜੀਤ, 'ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਕੁਝ ਪੱਖ', ਰਵੀ	
ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਹਾਲ ਬਾਜ਼ਾਰ,ਅੰਮ੍ਰਿਤਸਰ,੨੦੧੨. ੪. ਪੰਜਾਬੀ ਸੰਚਾਰ	
ਯੋਗਤਾ ਅਭਿਆਸ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚ	
ੰਡੀਗੜ੍ਹ। ੫. ਬਰਾੜ ਬੂਟਾ ਸਿੰਘ (ਡਾ.), 'ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਸਿਧਾਂਤ	
ਅਤੇ ਵਿਹਾਰ', ਚੇਤਨਾਂ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ,੨੦੦੮. ੬. ਧਾਲੀਵਾਲ ਪ੍ਰੇਮ	
ਪ੍ਰਕਾਸ਼ ਸਿੰਘ (ਡਾ.) 'ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ', ਮਦਾਨ	
ਪਬਲਿਕੇਸ਼ਨਜ਼, ਪਟਿਆਲਾ, ੨੦੦੨. ੭. ਅਗਨੀਹੋਤਰੀ, ਵੇਦ,	
ਪਰਿਚਾਇਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਦੀਪਕ ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ, ੧੯੮	

Course Code	EDU373
Course Title	Pedagogy of Language- I (English)
Hours	L: 4 , T: 0, P:0
Credits	4
Туре	Departmental Elective
Course Outcomes	On the completion of the course, the student will be able to: CO1: Explain the function and status of English language. CO2: Identify the constitutional provisions and policies of language education CO3: Describe the various approaches and theories of language learning and teaching CO4: Develop language skills (listening, speaking, reading and writing) with the help of storytelling, situational conversation, role plays etc.
Examination Type	Theory

Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination Mode	Theory	Theory							
Syllabus	Unit 1: Natu • Mear Princ • Natur Teacl the gl Learr	CO1							
	 Unit 2: Role And Position Of Languages – Constitutional Provisions And Policies Of Language Education Teaching English in bilingual / multilingual context- teaching English as a second language and educational policy in India Constitutional provisions and policies of language education, difference between language as school subject and language as a medium of instruction. 								
	Unit 3: Languag Different teaching method, commun deductiv pedagog	CO3							
	Unit 4: Ling Lang • L • C	uistic Behaviour and guage Skills .inguistic system- Intro Grammar in context; v	System oduction ocabula	And D to Phor ry in co	evelopi netics ontext	ng	CO4		

	 Acquisition of language skills - listening, speaking, reading and writing Listening and Speaking- Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: story telling, 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 Writing – stages of writing, process of writing, formal and informal writing such as poetry, short story, letter, diary ,, notice , article , report, dialog, speech, advertisement etc. reference skill, study skill and higher or\der skill 	
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- Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford U • niversity Press.Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New Y ork: Oxford University Press. Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Moder nLanguage Journal 73:4. Pp. 440-64.
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COURSE-19	
Course Code	EDU375
Course Title	Pedagogy Of Language- I (Hindi)
Hours	L:4, T:0, P:0
Credits	4
Туре	Departmental Elective

COUDCE 10

Course Outcomes	On the completion of the course the students will be able to • भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा सम्बन्धी आधरभूत 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 कक्षोत्तार भाषिक एवम् साहित्यिक क्रियाओं के आयोजन की क्षमताका विकास करना। सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना।						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory				I	1	
Syllabus	UNIT-I भाषा-अर्थ, आधर एवं • प्रकृति देवनागरी लिपि की • विशेषताएं एवं सीमाएँ • हिन्दी भाषा का महत्त् व-मातृभाषा एवम् राष्ट्रीय • भाषा के रूप में हिन्दी शिक्षण के सामान्य एवम् स्तरानुकूल ;विशिष्टव्द उद्देश्य • भाषा शिक्षण के सामान्य सि(ान्त एवं सूत्रा						CO1
	UNIT एवं • उ व	-॥ बोलचाल की शि विधियाँ च्चारण की शिक्षा- ने कारण, उपाय व्य शैक्षण-मह त्त् व, उद्वे	ाक्षा-म महत्त्व प्राकरण् देश्य ए	हत्त् व १, उच्च १ एवं वि	उद्देश गरण धियाँ	य दोष	CO2

• लेखन शिक्षण-महत्त्व, उददेश्य एवं विध्यि	
UNIT-III गद्य शिक्षण-उद्देश्य, सोपान • एवम् विध्यिाँ पद्य • शिक्षण-उद्देश्य, सोपान एवम् विध्यिाँ • वाचन शिक्षण-उद्देश्य, वाचन मन्दता के कारण एवं उपाय	CO3
UNIT-IV दृश्य-श्रव्य साध्न-प्रयोग एवं महत्त् व • 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 विविध् प्रकार गृहकार्य-स्वरूप, संशोध्न प्रक्रिया एवं विध्या	CO4

- खन्ना, ज्योति ;२००९द्ध, हिन्दी शिक्षण, ध्नपतराय एण्ड कम्पनी, नई दिल्ली।
- शर्मा, डी. के. ;१९९९द्ध, हिन्दी शिक्षण विध्यिां, टण्डन पब्लिकेशनज, लुध्यिाना।
- रमन बिहारी लाल ;१९९६-९७व्द, हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ।
- शर्मा, डी. एल. ;१९९२व्दए हिन्दी शिक्षण, देव नागर प्रकाशन, जयपुर।
- भाटिया के.के. और नारंग, सी. एल. ;१९८९न्द, आधुनिक हिन्दी विध्यिां, प्रकाश ब्रदर्ज पब्लिशर, लुध्यिाना।
- सिन्हा प्रसाद शत्राध्न ;१९६४न्द्र, हिन्दी भाषा की शिक्षण विधि, दिल्ली पुस्तक सदन, पटना।
- प्रसाद केशव ;१९७६व्द्र, हिन्दी शिक्षण, ध्नपतराय एण्ड सन्स, दिल्ली।
- सफाया रघुनाथ ;१९८६-९७न्द्र, हिन्दी शिक्षण विधि, पंजाब किताब घर, जालंध्र।
- सूद विजय ;१९९७व्द, हिन्दी शिक्षण विधियाँ टण्डन पब्लिशन, लुध्याना।
- सिंह सावित्राी ;१९९७व्द, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ
- क्षत्रिाय के ;१९६८व्द, मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- जीत योगेन्द्र भाई ;१९७२न्द्र, हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- वर्मा, वैध्नाथ प्रसाद ;१९७३व्द, हिन्दी शिक्षण, प(ति, बिहार हिन्दी ग्रन्थ

अकादमी, पटना।

• जय जसवन्त सिंह ;१९७७ व्द, आधुनिक हिन्दी शिक्षण, प(ति, न्यू बुक कम्पनी, जालन्ध्श्रं

Course Code	EDU377	EDU377					
Course Title	Pedagog	Pedagogy OF Language- I (Punjabi)					
Hours	L:4, T:0	, P:0					
Credits	4						
Туре	Departn	nental Elective					
Course Outcomes	On th • ਵਿਦਿਅ ਬਾਰੇ : □ 3ਾ ਿ ਸਹਾਈ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਇ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਇ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਇ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਇ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਈ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਈ □ ਸੈਕੰਡਯ ਨੁਕਤਿ ਸਹਾਈ □ ਪੰਜਾਬੀ ਕੇ ਦਿਅ ਪੰਜਾਬੀ ਪੈਦਾ □ ਪੰਜਾਬੀ ਪੈਰਨਾ	 ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ 9 ਿਾਂਾਾਂ, ਪੰਜਾਬੀ 9 ਿਾਂਾਾਂ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ। ਮਾਤਾਂਾਂਾਂਾਂਾਂਾਂ ਦੇ ਸਿੱਖਿਆ ਦੇ ਉਦੀਅੰਘਾਂ ਆਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ। 9 ਹਿਂਾਾਂ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਵਿਚ ਸਹਾਈ ਹੋਣਾ। ਸੈਕੰਡਰੀਆਂ ਹਿੱਆ ਇੱੱਧ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿਚੋ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿਚ ਸਹਾਇਤਾ ਕਰਨਾ। ਪੰਜਾਬੀ ਾਂਾਂ 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 ਸ਼ਿੰਦਾਂ ਗਿਆ ਸਿੰਧੀ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਰੁਚੀ ਪੈਂਦਾ ਕਰਨਾ। ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪੇਰਨਾ ਪੈਂਦਾ ਕਰਨਾ। 					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%

Examination Mode	Theory	
Syllabus	UNIT-। ੁ ਭਾ ਿਾਾਾਂ ਦੀ ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ। ਪੰਜਾਬੀ ^{ਭੁ} ਾ [[] ਾਾਾਂ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ। ੁ ਲਿਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ। ੁ ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿਚ ਮਾਤ-ਭੁੋਾ [[] ਾਾਾਂ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇô ਅਤੇ ਮਹੱਤਵ।	CO1
	UNIT- II □ ਤਾਂ ਿ ^I ਾਾਂ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਨਣ ôਕਤੀ ਦੇ ਵਿਕਾਸ ਨਹੀਲੋੜੀਂਦੇ ਅਭਿਆਸ। □ ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅ0ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦਤੋਂ ¹ ਡਿੀਡੀਡੀ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ)। ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ-ਸੂਖਮਪੜ੍ਹਾਈ ਤੇ ਸਬੂਲਪੜ੍ਹਾਈ (ਉੱਚੀ ਪਾਠ ਤੇ ਮੋਨ ਪਾਠ) □ ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵੱਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਲਿਖਤੀਕੰਮ।	CO2
	UNIT-III	CO3
	UNIT- IV □ ਮਾਤ-ਭੋਂਾ ∞ਿਂਾਂ ਦੀ ਪਾਠ ਪੁਸਤਕ-ਮਹੱਤਵ, ਸ਼ਿੰਾਓਸਿੰ∞ੇਤੋਂ' ਵੋਂ' ਅਤੇ ਆਲੋਚਨਾ। □ ਭਾ ਿਾਂਾਾਂ ਪੁਸਤਕਾਲਾ-ਮਹੱਤਵ ਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ। □ ਸ਼ੋ ਦੈਂਿਰੋਟੋਂ≹-ਸ੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ, ਕਿਸਮਾਂ ਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ। □ ਭਾ ਿਾਾਾਂ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ-ਆਧੁਨਿਕ ਧਾਰਨਾ, ਮਹੱਤਵ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿਚ □ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ ਅਤੇ ਹੋਸ਼ੋਂ' ਦੀਆਂ ਕਿਸਮਾਂ।	CO4

਼ ਪਾਠ ਯੋਜਨਾ–ਉਦੀੰਯੀਆਂ ੀ ਾਂ ਅਤੇ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਣ, ਵਾਰਤਕ)
□ ਭਾ ਿਾਂਾਾਂ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ।

- ਪੰਜਾਬੀਤੋ[ਂ]ਿਹਿਹਾਂ ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਪੰਜਾਬੀôਬਦ ਰੂਪ ਅਤੇ ôਬਦ ਜੋੜ ਕੋô : ਡਾ਼ ਹਰਕੀਰਤ ਸਿੰਘ।
- ਮਾਤ-ਭਾ0ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ : ਡਾ਼ ਜਸਵੰਤ ਸਿੰਘ ਜਸ।
- ਪੰਜਾਬੀ^ਤੀ ਅਿਹ¹ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਕ : ਡਾ਼ ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਪਰਮਿੰਦਰ ਸਿੰਘ, ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ ਲਾਹੌਰ ਬੁੱਕ
- 0[°]ਾਪ, ਲੁਧਿਆਣਾ।
- ਮੱਧਕਾਲ ਦੀ ਚੋਣਵਖ਼ ਪੰਜਾਬੀ ਕਵਿਤਾ ਡਾ. ਪ੍ਰੀਤਮ ਸਿੰਘ (ਸੰਪਾ.) ਪਬਲੀਕੇôਨ ਬਿਊਰੋ, ਚੰਡੀਗੜ੍ਹ।
- ਪੰਜਾਬੀ ਅਧਿਐਨ ਦੇ ਮੁਢਲੇ ਸੰਕਲਪ ਜੀਤ ਸਿੰਘ ਜੋ੦ੀ, ਵਾਰਸ 0ਾਹ ਫਾਊਡੇ0ਨ, ਅੰਮ੍ਰਿਤਸਰ 1999
- ਪੰਜਾਬੀ ਭਾ**ਹਾ** ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ-ਡਾ. **ਹ**ਰਦੇਵ ਸਿੰਘ ਗਿੱਲ ਲੋਕਗੀਤ ਪ੍ਰਕਾ**ਹੰ**ਨ, 2006।

Course Code	EDU 371A
Course Title	PEDAGOGY OF SOCIAL – SCIENCE – I
Hours	L: 4 , T: 0, P:0
Credits	4
Туре	Departmental Elective
Course Outcomes	 On the completion of the course, the student will be able to: 1. Explain the nature and concept of social science. 2. Identify various methods, devices and techniques of teaching social sciences at various levels. 3. Identify and use a variety of learning experiences and instructional materials in Teaching social science 4. Describe the various innovative techniques of evaluation used in teaching social science
Examination Type	Theory

Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0	50%	0	5%	
Examination Mode	Theory							
Syllabus	Unit 1: • Soc for • Ain	 Unit 1: Social science: concept, nature and scope, the rationale for a social studies programme at the school level Aims and objectives of teaching social science 						
	Unit 2:	CO2						
	Unit 3: S S te S te R In	CO3						
	Unit 4: • I(e • C P • C in n	CO4						

- 1. Shaida, B.D. (1962), The teaching of Social Studies. Panjab Kitab Ghar, Jalandhar.
- 2. Kochhar, S.K. (1983), Teaching of Social Studies. New Delhi: Sterling Publications, New Delhi.

3. Kohli, A.S. (1996), Teaching of social studies. Anmol Publishers, New Delhi.

4. Taneja, V.K. (1992), Teaching of Social Studies. Vinod Publishers, Ludhiana.

5. Aggarawal, J.C. (1982), Teaching of Social Studies. Vikas Publishers, New Delhi

Course Code	EDU379	EDU379A					
Course Title	PEDAG	PEDAGOGY OF MATHEMATICS - I					
Hours	L: 4 , T	: 0, P:0					
Credits	4						
Туре	Departn	nental Elective					
Course Outcomes	On the co CO1: Ex CO2: Re mathema CO3: Ex CO4: De teaching	On the completion of the course, the student will be able to: CO1: Explain the nature and scope of mathematics. CO2: Recognize the need for establishing aims and objectives in learning mathematics to stimulate curiosity. CO3: Explore the methods and techniques of learning mathematics. CO4: Develop insights upon curriculum and pedagogical analysis for teaching of Mathematics.					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory				-		
Syllabus	Unit 1:	 Unit 1: Nature and scope of Mathematics Meaning, Nature & Characteristics of Mathematics; Values of Teaching Mathematics. Relationship of mathematics with other disciplines. Contribution of Mathematicians - Aryabhatta, Ramanujan, Euclid, Pythagoras. Relevance of Mathematics in ancient India. Difference between teaching of mathematics and Science 					
	Unit	2:					CO2

 Aims And Objectives Of Learning Mathematics Knowledge and understanding through Mathematics. Nurturing Curiosity, Creativity and Aesthetic Sense through mathematics. Need of establish in general objectives of Teaching mathematics. Study of aims and general objectives of teaching mathematics viz. objectives of school educational levels (Primary, Secondary using Bloom's Taxonomy) 	
 Unit 3: Exploring Learners, Methods And Techniques Of Teaching Mathematics Cultivating Learner Sensitivity like intuition, encouraging learner for probing,raising queries relating mathematics to real life situation. Appreciating dialogue and cooperative learning among peer group Methods of Teaching: Mathematics: Inductive— Deductive, Analytic—Synthetic, Lecture cum Demonstration,ProblemS olving ,Laboratory. Techniques of teaching Mathematics-Assignments, Drill work-Oral and Written, Cooperative Learning. 	CO3
 Unit 4: School Mathematics Curriculum And Approaches And Strategies In Teaching And Learning Of Mathematical Concepts Objectives of Curriculum, principles for designing Curriculum at different stages of schooling. Some highlights of Curriculum like vision of school mathematics. Construction of Syllabi in various disciplines of mathematics foreg. Algebra, Geometry etc. Pedagogical Analysis of various topics in mathematics-Algebra, trigonometry, stats and probability etc. 	CO4

1. Aggarwal,J.C.(2008).Teaching of Mathematics. New Delhi: Vika s 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).101Mathematical Projects. New Delhi: Cambridge University Press.
- 5. Butter, C.H., & Wren, F.L. (1965). The Teaching of Secondary Mathematics . London: McGraw 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., & BhaskaraRao, D.B. (2004). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.

COURSE-23

Course Code	NCC203	NCC203A						
Course Title	PERSO	PERSONAILTY DEVELOPMENT AND LEADERSHIP						
Hours	L: 4 , T	: 0, P:0						
Credits	4							
Туре	Departme	ental Elective						
Course Outcomes	 On the co Deve Unde have Unde Deve disas Know Expe Effec Deve Imbi Do g 	 Departmental Elective On the completion of the course, the student will be able to: Develop a sense of time management and social skills. Understand the life history & leadership qualities of personalities who have contributed in Nation Building and Literature. UnderstandtheroleofNCCcadetsas2ndlineDefencein1965War. Develop awareness about various types of Natural and man made disasters. Know about Armed Forces. Expected Learning Outcomes. Effectively Manage time. Develop the qualities of social skills Imbibe leadership qualities. Do group discussions effectively. 						
Examination Type	Theory	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	

Weightage	0%	0%	0%	0 %	100%	0	0%
Examination Mode	Theory						
Syllabus	Unit 1:	ors ement	CO1				
	Unit 2: Personali • In A C C S a P	CO2					
	Unit 3: Leadersl • In n c N	CO3					
	Unit 4: Disaster • A fo E • N S C	CO4					

Course Code	EDU 391	EDU 391					
Course Title	Observir	Observing PTM and Participation in PTM					
Hours	L: T: P:1						
Credits	1						
Туре	Core Co	urse					
Course Outcomes	On the cocknowledg CO1: TC the dynar teachers of CO2: To and feedb CO3: To and under and expect	On the completion of the course, the student will gain the following knowledge and skills: CO1: TO develop observational skills among participants to effectively analyze the dynamics, communication patterns, and interactions between parents and teachers during PTMs. CO2: To equip participants with skills to address parental concerns, questions, and feedback constructively and proactively during PTMs. CO3: To recognize and respect the cultural diversity and backgrounds of families and understand how cultural differences may influence parent-teacher interactions and expectations during PTMs.					
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL
Weightage	0%	0%	0%	0%	0%	100%	0%
Examination Mode	Practical				•		
Syllabus	Field eng higher au the types Field no Each pup the conce grades w	gagement will be done of observational recor tes and Running reco il teacher will prepare a erned teacher. This rep villbe awarded	in cons consent c ds will ords a report port wil	sultation of the sc be consi and wi l be eva	with the chools. A chools with the chools with the chools with the chool of the cho	the All ant it to and	

SEMESTER -6 COURSE OUTLINE COURSE-1

Course code	EDU332	2							
Course title	Underst	Understanding self and personality development							
Hours	L:4 ,	L:4 , T:0 , P:0							
Credits	4	4							
Туре	Core Co	Core Course							
Course outcomes	On the c	On the completion of the course , the student will be able to:							
	CO1:	Gain an insight	into th	e conce	epts of	self an	d identity.		
	CO2:	Evolve themse	lves as a	a teach	er with	profe	ssional ethics.		
	CO3:	Develop capab	ility to a	apply kr	nowled	lge of p	personality		
		approaches fo	r self ar	nd socie	tal gro	wth			
	CO4:	Reflect criticall	y on fac	ctors th	at shap	be the	understanding of		
		self among lea	rners.						
Examination type	Theory		T	T	T		1		
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination mode	Theory								
Syllabus	Unit – 1 Understa • Col Col Cul • Ret Ide ide • Col Ap	anding of self a ncept of Self: N gnitive and Beh Itural Aspects of flections and cu entifying factors entity ncept of Person proaches and F	nd pers Aeaning navioral of Sel ritical au ritical au ritical au ritical au ritical au ritical au ritical au sin the	onality g of Self aspect nalysis o develo Meaning tor Moo	, Self-e s of Sel of one' pment g of Pei del	esteem If; Philo s self a of self rsonali	, Self- identity; osophical and and identity and and in shaping ty; Major	CO1	

Unit-2	CO2
Development of professional self and ethics	
 Understanding and sharing one's identity and socio-cultural, 	
historical	
 and political influences in shaping the professional 	
identity and how ethics helpful in professional	
Development.	
• Exploring, reflecting and sharing one's own aspirations	
dreams, concerns and struggles in becoming a teacher	
 Reflections on experiences efforts aspirations dreams etc. of 	
neers	
peers	
Unit-3	CO3
Coning With Social Complexities: Role of Education	
 Expanding human activities and relations: 	
decreasing unhealthy competition uncertainty	
and insecurities and the resultant identity	
and insecurities and the resultant identity	
Connicts.	
• Role of education system, school, community	
and management for organizing curricular and	
co-curricular activities leading towards coping	
with social complexities.	
Unit – 4	CO4
Role of Teacher In Developing Understanding Of Self Among	
 Definition on one's own childhood and adolescent years of 	
 Reflecting on one's own childhood and addrescent years of growing-up 	
 Eacilitating development of awareness about identity among 	
learners.	
 Developing skills of effective listening, accepting, positive 	
regard etc.as a facilitator.	
• Understanding the role of a teacher as facilitator and partner	
in well-being.	

- 1. Bhatt, H. *The diary of a school teacher*. An Azim Premji University Publication.
- 2. Retrieved fromwww.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf
- 3. Bhattacharjee, D.K(ed). (2010). Psychology and Education–Indian Perspectives, NCERT,

NewDelhi

- Dalal,A.S.(ed)(2001).AGreaterPsychology-AnIntroductiontothePsychologicalthoughtsofSriAurobindo.Puducherry,Sri AurobindoAshram
- 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.* Centrefor advanced study in Education-M.S.University of Baroda
- 7. Gulati,S.,andPant,D.(2012).*Education for Values in Schools–A Frame work.* NCERT,New Delhi.

Course code	EDU342	A							
Course title	World History(1871-1956) AD								
Hours	L:5,T:	L:5, T:0, P:0							
Credits	5								
Туре	Departm	ental Elective							
Course outcomes	On the co	mpletion of the	course, the	he studen	t will b	e able to	:		
	CO1. Exp	lain the concept	of New I	Imperialis	sm with	special	reference	e to the	
	Partition of	of Africa.							
	CO2. Ider	ntify the causes	that led to	the first	world v	var.			
	CO3. Des	cribe the forces	of nation	alism and	l comm	unism in	China	and	
	moderniza	ation of Japan.							
	CO4. Ana	lyze the causes	that led to	o the eme	rgence	of dictate	orship i	n Europe	
	which led	to the second W	Vorld Wa	r.					
Examination type	Theory	-			-				
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ESP ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination mode	Theory								
Syllabus	Unit – 1							CO1	
	New I	mperialism 1871	L-1914: M	ain Featu	res.				
	Partit	ion of Africa: Ca	uses,Colo	onization	and Im	pact.			

 Unit-2 World Warl: Circumstances leading to the first World War, Events, Impact of the War. Paris peace conference: Treaty of Versailles1919; provisions, major defects and their impact Russian revolution:causes and impact of the Russian revolution of 1917 	CO2
 Unit-3 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: Major restoration and Modernization 	CO3
 Unit – 4 Fascism and Nazism: circumstances responsible for the rise of Fascism under Mussolini in Italy; Nazism in Germany under Adolf Hitler World war: causes responsible for the second world war-II 	CO4

- 1. Chandra, B. (1989), India 's Struggle for In-dependence. Penguin Books, New Delhi, India.
- 2. Chandra, S. (2008), Medieval India. Har- Anand Publications, New Delhi.
- 3. Geoffrey, H. (2005), the Compact History of the World. Parker Publications, New Hyde Park, New York.
- 4. Geoffrey, H. (2001), Short History of the World. Parker Publications, New Hyde Park, New York.
- 5. Ketelbay, C.D.M. (2005), Short History of Europe. Surjit Publishers, New Delhi.
- 6. Koch, W.H. (1989), Origin of the First World War. Palgrave Publishers, United Kingdom.

Thapar, R. (2002), the History of Early India. Penguin Books, New Delhi

Course code	EDU350G								
Course	Geography	Geography of India							
title									
Hours	L:4 , T:0	,P:0							
Credits	4								
Туре	Departmen	tal Elective							
Course	On the com	pletion of the cou	rse, the stu	dent will b	e able to:				
outcomes									
	CO1: Analyz	e the geographic di	mensions of	India.					
	CO2: Explain	n the physical and e	conomic asp	ects of Ind	ia.				
	CO3: Descrit	be the various probl	lems and pro	spects.					
	CO4: Discuss	s the interface of in	dia relating	to various a	spects.				
Examination	Theory								
type									
Assessment	Written	Assignment/	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
tools	quiz	project							
XX7 · 1 /	100/	100/	250/	00/	500/	0.04	50/		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination	Theory								
mode	2								
Syllabus	Unit – 1						CO1		
	India in	the context of So	outh Asia ar	nd the wor	ld relief,	Drainage			
	Climate	, Vegetation							
	Unit-2						CO2		
	• Iron-ore	e,mica,copper,gold	l;and power	resources					
	Populat	ion:numbers,distri	ibution and						
	density,	growth,migration,	urbanizatio,	on,and reli	gious con	nposition			
	Unit-3		C				CO3		
	Agricult	ure-characteristics	s of Indian a	griculture,	land use				
	pattern,	irrigation, major (crops (rice,	wheat, sug	garcane,				
	cotton, jute, tea,) areas of surplus and deficit food								
	product	tion and problems	s or indian a	agriculture	2				
	Unit – 4						CO4		
	• Industrie	s-distribution and	localization	factors of	maior		04		
	industrie	s(iron and steel, co	otton, textil	es, sugar, o	cement).tl	he role of			
	the publi	c sector in the Inc	dian econoi	nv. Transc	ort: Rail.	Road.			
	Airwavs	and Waterways a	ind Internat	tional Trac	le	,			
	,	,							

- 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.AtmaRam &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.

Course code	EDU350	EDU350H						
Course title	Introduc	Introduction to GIS, Remote sensing and GPS (Laboratory)						
Hours	L:0,T:0),P:2						
Credits	1							
Туре	Departm	ental Elective						
Course outcomes	On the co	ompletion of the	e course,	the stud	ent will	l be able	to:	
	CO1: Exp CO2: Ana	CO1: Explain the role of Cartography with focus on GIS CO2: Analyze the significance of remote sensing and aerial photography.						
Examination type	Practical							
Assessment tools	Written	Assignment/	MSE	MSP	ESE	ESP	ABL/PBL/LP	
	quiz	project						
Weightage	0%	0%	0%	30%	0%	50%	20%	
Examination mode	Practical							
Syllabus	Practical	no. 1						
	 Meaning and Scope of GIS, Components of GIS. History of Geographic Information System(GIS) 							
	Practical no -2							
	D • G SI Po	ata Types IS Data Structu patial), Raster a positioning Syste	res: Types nd Vector m (GPS)-	s (Spatial Data Str -Principle	and No ucture.(es and U	on- Global Jses.		

Course-4

I	Practical no 3	
	 Remote Sensing: Definition, Development, 	
	Platforms and Types Satellite Remote Sensing.	
P	ractical no – 4	
	 Aerial Photography: Types and Geometry, Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Land sat and IRS) and Sensors 	

- 1) John R.Jensen(2009).Remote Sensing of the Environment;An Earth Resource Perspective,Pearson Education,(India Edition)New Delhi.
- 2) Kumari Meenakshi(2001), Remote Sensing, NCRT, New Delhi.
- 3) Pritvish Nag, and M.Kudra (1998). Digital Remote Sensing, Concept Publishing Company, New Delhi.
- 4) Chauniyal D.D.(2010),Sudan Samvedanevam Bhogolik Suchana Pranali,Sharda pustak Bhawan Allahabad.
- 5) Nag, P. (2008), Introductio nto GIS, Concept India

EDU334B
International Economics and Public Finance
L:5, T:0, P:0
5
Departmental Elective
On the completion of the course, the student will be able to:
 CO1: Define international trade and describe how it impacts various countries. CO2: Analyze exchange rate system and various international organizations. CO3: Develop comprehensive understanding of public finance and their application. CO4: Comprehend the understanding of principles of taxation.
Theory

Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination mode	Theory	1	1		1	1		
Syllabus	Unit – 1 In In ar • Tl O	 Unit – 1 International Trade: Internal and External Trade. Factor endowment and international trade, Theories of comparative advantage, Heckscher- Ohlin theory of trade. 						
	Unit-2 • In (II • Ra Fi	CO2						
	 Unit-3 Public Finance: Nature, scope importance. Public Expenditure: Meaning, effect of public expenditure on production and distribution 						CO3	
	Unit – 4 • Ta ta in • Pu bu	axes: Meaning, c xation system, c npact of taxatior ublic Debt: Mear urden	lassificatio canons of n. ning, objec	on, featui taxation, ctives, im	es of a j inciden portanc	good ce and ce, its	CO4	

- M.L.Jhingan–`International Economics', Konark Publishing House, New DelhiD.
- Mithani–An introduction to International Economics', Vohra & Publihwers Bombay.
- S.J.Patel–Indian Economy towards the 21st century', University Press Ltd.India
- V.Joshi & M.D.Little,India's Economic Reforms,1999 to 2001.Oxford University Press, Delhi

- M.Singh.India's export trends and the property of self sustained growth.Oxford University Press.
- Bo.Sodersten-`Theory of International trade', Macmillan PressLtd., London.

Course code	EDU344A								
Course title	Social Disorganization and Emerging Problems								
Hours	L:5,T:0,P:0								
Credits	5								
Туре	Departmental Elective								
Course outcomes	On the completion of the course, the student will be able to:								
	COI: Ex]	plain the conce	pt and le	vel socia	l disorg	ganizatio	n.		
	CO_2 : All	alyze the exten	t of perso	d familia	l probl	ame			
	CO3: EV4 CO4: De	CO3: Evaluate the reasons benind familial problems. CO4: Describe the various societal problems							
Examination type	Theory								
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0	50%	0	5%		
Examination mode	Theory	1			1				
Syllabus	Unit – 1	Unit – 1 • Social disorganization: concepts and levels							
	Unit-2	CO2							
	• Po ao								
	Unit-3	CO3							
	• Fa								
	concerning the girl child, female-headed households								
	Unit – 4	CO4							
	 Societal problems: Poverty,corruption,the problem of aged,ethnic conflicts, declining sex 								

Course code	EDU348A							
Course title	International Politics : Theory and Practice							
Hours	L:5 , T:0 , P:0							
Credits	5							
Туре	Departm	ental Elective						
Course outcomes	On the completion of the course , the student will be able to:CO1: Explain the different approaches to international politics.CO2: Elaborate upon the concepts of Balance of Power and collectivesecurity.CO3: Discuss the Cold War and Post Cold War Era.CO4: Explain the restructuring of world economic relations in light ofglobalization							
Examination type	Theory							
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/AT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination mode	Theory	Theory						
Syllabus	Unit – 1 • M • R	 Unit – 1 Meaning, Nature and scope of international politics Realist and idealist approaches to international politics 						
	Unit-2 CO • Balance of power-Meaning, Characteristics, the relevance of balance of power in contemporary times. National power its elements CO • Collective Security-Meaning, Characteristics, basic assumptions of collective security CO						CO2	
	 Unit-3 The cold war and post- cold war era of International Politics Bipolar, Unipolar and nature of Emerging World Order 						onal	
	 Unit – 4 Regional organizations: SAARC and ASEAN United Nations and maintenance of world peace, Organs of UN and the in role Globalization and its impact on Politics 						cO4	

- 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, NewYork.
- 5. Frankel, J. (1963), the Making of Foreign Policy. Oxford University Press, London.
- 6. Hoffman,S.H.(1979),Contemporary Theory in International Relations. AddisonWesley,Massachusetts.
- Morgenthau, H.J. (1985), Politics among Nations: The Struggle for Power and Peace.6thEdn., Revised by K.W.Thompson, Alfred Knopf,

NewYork.

8. Palmer, N.D.&Perkins, H. (1971), International Relations. Scientific Book Company, Calcutta.

Course code	EDU346	Α								
Course title	Abstract Algebra									
Hours	L :5, T:0	L :5, T:0, P:0								
Credits	5	5								
Туре	Departn	nental Elective	1							
Course outcomes	On the co	On the completion of the course, the student will be able to:								
	CO1: Solve group and theorems of isomorphism, homomorphism CO2: Discuss Rings, subrings ,Gaussian and polynomial rings theorems of isomorphism,homomorphism CO3: Elaborate the concept of Vector spaces, bases ,dimension of bases ,quotient spaces CO4: Explain linear transformations range space,null space,converting linear transformation into matrices									
Examination type	Theory									
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/ATT			
Weightage	10%	10%	25%	0%	50%	0%	5%			
Examination mode	Theory									
Syllabus	Unit – 1							CO1		
	Groups and sub-groups									
	 Group , subgroups, cosets, language's theorem, 									

 Normal (subgroup and Quotient groups) Simple groups, Homomorphism, Isomorphism theorems Automorphisms, Cayley's theorem, Permutation groups, Alternating group. Unit-2 Rings Rings and their Properties Subrings. Integral domains, Fields, Ideals, Prime and Maximal ideals, Homomorphism, Integral domains. Euclidean domains. The ring of Gaussian Integers, Polynomials rings over rings 	CO2
 Unit-3 Vector Spaces Definition and examples of vector spaces, subs paces, 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 sub spaces. 	CO3
 Unit – 4 Linear transformations Linear transformations, algebra of linear transformations, rank and nullity of al near map, inverse of a linear transformation, the space L(u,v), composition of linear maps, matrix associated with a linear map, linear map associate with 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. Minimal polynomial of a matrix, unitary reduction of Hermitian matrices, similarity of matrices, 	C O 4
- 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,Prentic e Hall of India Pvt Ltd,New Delhi.

Krishnamurthy, V., Mainra, V.P. & Arora, J.L. (2006), An Introduction to Linear Algebra. East West Press, New Delhi.

Course code	EDU356	EDU356A							
Course title	Abnormal Psychology								
Hours	L:4 , T:	L:4 , T:0, P:0							
Credits	4								
Туре	Departm	ental Elective							
Course outcomes	On the co	ompletion of the	e course	, the stud	dent wi	ll be able to):		
	CO1: Identify various anxiety-based disorders and their treatment.CO2: Describe the various personality disorders and their treatment.CO3: Comprehend different types of therapies and their application according to the type of Mood Disorder.CO4: Discuss the application of inferential statistics.								
Examination type	Theory								
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination mode	Theory	I							
Syllabus	Unit – 1						CO1		
	 Anxiety Based Disorders: Symptoms, Etiology and Treatment of Obsessive-Compulsive Disorder, Generalized Anxiety Disorder & Phobias. Classification of Soma to form Disorders–Symptoms & Etiology (Conversion Disorder). Dissociative 								
	Unit-2						CO2		
	• P	ersonality disor	ders: cli	nical fea ⁻	tures, t	ypes and			
	Ca	ausal factors in	persona	lity diso	rders (p	baranoid,			
	so	hoid, schizotyp	oal, histri	onic, na	rcissist	ic,			
	a	antisocial. Borderline. Avoident. Dependent.							

 Obsessive – compulsive, Passive Aggressive, self defeating, sadistic). Anti social personality and delinquency: clinical picture, characteristics, causes, treatment and outcome. 	
 Unit-3 Mood Disorders: Types & Symptoms, Causes and treatment. Schizophrenia: Symptoms, Causes Types and Treatment. Therapies: Psychodynamic, Behavioral, Cognitive-Behavior Therapy (Rational Emotive)&Humanistic therapy. 	CO3
 Unit – 4 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). 	CO4

- 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, NewYork.
- 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, NewDelhi.
- 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.

Course 10

Course code	EDU358						
Course title	Abnorma	al Psychology	(Laborat	tory)			
Hours	L:0,T:0,P:2						
Credits	1						
Туре	Departm	ental Elective					
Course outcomes	On the co	mpletion of the	e course,	the stud	ent will	l be able	to:
	CO1: Me	asure personal	ity and ar	nxiety tes	sts		
	$CO2 \cdot Ext$	amine the measure	surement	of depre	ssion a	nd frustr	ration tests
	COL LA		Jurennenne	or depre	bbioir a	na nasa	unon tests.
Examination type	Practical						
Assessment tools	Written	Assignment/	MSE	MSP	ESE	ESP	ABL/PBL/LP
	quiz	project					
	-				-		
Weightage	0%	0%	0%	30%	0%	50%	20%
Examination mode	Practical						
Syllabus	Unit – 1						CO1
	Due Due			- \			
	Pro	jective rechniq	ues (T.A.T	.).			
	Ivieasurement of Anxiety.						
	• Par	enting Scale/Ho	ome Envir	onment	scale.		
	Unit-2						CO2
	• EPQ						
	• Mea	surement of D	epressio	n.			
	Rose	enberg's Pictur	es Frustra	ation Tes	st		

Course code	EDU396A
Course title	ELECTIVE ENGLISH-VI
Hours	L:5,T:0,P:0
Credits	5
Туре	Core Course

Course outcomes	On the completion of the course , the student will be able to:CO1: Examine drama as a literary genre, dissecting its form, themes, characters, and cultural context.CO2: Critically analyze, interpret, and appreciate Indian novels in English language, while nurturing higher-order thinking and literary insights.CO3: Acquire skills in navigating a spectrum of professional communication scenarios.CO4: Develop proficiency in using English language for effective communications.communicationinvariousreal-life situations.								
Assessment tools	Theory Written Assignment/ MSE MSP ESE ESP ABL/PBL/AT* quiz project <td< td=""><td>ATT</td></td<>							ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%		
Examination mode	Theory			1					
Syllabus	Unit – 1 CO1 • Drama: Doll's House by Henrik Ibsen CO2						C01		
	Novel: The English Teacher by R.K. Narayan								
	Unit-3CO3Literary Terms and Concepts:• Phonetics, phonology, acoustics, resonation, articulation, tone, nucleus, syllabi fication, voicing, GIE, RP, ingressive air stream , eggresive air stream, connected speech.								
	Unit – 4 • C.\ • Int • Pro • Re	7. and Cover Le erview Skills of essional lette port writing an	tter rs d Memo				CO4		

- 1. Koneru, Aruna. Professional Communication. Delhi: Mc Graw, 2008. Print
- 2. Ashby, P.Speech sounds.London: Rout ledge, 1995.Print.
- 3. Bala subramaniam.T.AText Book of English Phonetics for Indian Students.India:Macmillan,1981.Print
- 4. EnglishLiterature, Its History and Its Significance for the Life of the english-speakingWorld by William J.Long.
- 5. Hewings, M. (2007). Advanced English Grammar. New Delhi: Cambridge University Press India Ltd.
- 6. Rao, V.K. (2007). Peculiar English. New Delhi: Neelkamal Publications.
- 7. SharmaG.L(2008).Glimpse of English Poetry.Chandigarh:Publication Bureau,Punjab University.
- 8. Tickoo, C.& Kumar, J.S. (2000). Writing with a Purpose. New Delhi: Oxford University Press.

Course Code	EDU398A								
Course Title	ELECTIV	ELECTIVE PUNJABI- VI							
Hours	L:5, T:0), P:0							
Credits	5								
Туре	Departmental Elective								
Course Outcomes	On the completion of the course the students will be able to +ਲਹਕਫਵਜਡਕਤ ¬ ਇਸ ਪੇਪਰ ਦਾ ਮੰਤਵ ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਕਵਿਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। ¬ ਨਿਬੰਧ ਵਿਧਾ ਦਾ ਅਧਿਐਨ ਡੂੰਘਾ ਕਰਨਾ ਹੈ। ¬ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਦੀ ਗਹਿਨ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨਾ ਹੈ। ¬ ਪੱਛਮੀ ਕਾਵਿ ਹਾਸਤਰ ਨਾਲ ਜਾਣ ਪਛਾਣ ਕਰਾਉਣੀ ਹੈ। ¬ ਭਾਹਾ ਵਿਗਿਆਨ ਦੀ ਜਾਣਕਾਰੀ ਦਾ ਘੇਰਾ ਵਿਹਾਲ ਕਰਨਾ ਹੈ। ਪਾਠਕ੍ਰਮ 1 ਹੈਬਦ ਸਵੇਰਾ (ਸੰਪ: ਹਰਿਭਜਨ ਸਿੰਘ) ਪਬਲੀਕੇਹੇਨ ਬਿਊਰੋ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ (ਨਿਰਧਾਰਤ ਕਵੀ: ਹਾਹ ਹੁਸੈਨ, ਦਮੋਦਰ, ਹਾøਿਜ ਬਰਖੁਰਦਾਰ, ਮਿਰ÷ਾ ਸਾਹਿਬਾ) 2 ਨਿਬੰਧ ਪ੍ਰਕਾਹੇ (ਸੰਪਾ) ਕਰਨੈਲ ਸਿੰਘ ਥਿੰਦ ਪਬਲੀਕੇਹੇਨ ਬਿਊਰੋ ਪੰਜਾਬ ਯੂਨਿ ਚ ਡੀਗੜ੍ਹ। 3 ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੋ 1700 ਈ ਤਕ) 4 ਪੱਛਮੀ ਕਾਵਿ ਹਾਸਤਰ 5 ਭਾਹਾ ਵਿਗਿਆਨ								
Examination Type	Theory								
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%		

Examination Mode	Theory	
Syllabus	UNIT-I 1 0ੰਬਦ ਸਵੇਰਾ, ਕਾਵਿ ਪੁਸਤਕ ਵਿਚੋਂ ਪ੍ਰਸੰਗ ਸਾਹਿਤ ਵਿਆਖਿਆ (ਦੋ ਵਿਚੋਂ ਇਕ) 6 ਠਗਾਤ 189 2 ਕਾਵਿ ਪੁਸਤਕ ਵਿਚੋਂ ਕਵਿਤਾ ਦਾ ਵਿ0ਾ ਵਸਤੂ ਦੱਸ ਕੇ ਸਾਰ ਸਪ0ੰਟ ਕਰਨਾ (ਦੋ ਵਿਚੋਂ ਇਕ) 9 ਠਗਾਤ	CO1
	UNIT-II 1 ਨਿਬੰਧ ਪ੍ਰਕਾ0ੰ ਪਾਠ ਪੁਸਤਕ ਵਿਚੋ ਕਿਸੇ ਇਕ ਵਾਰਤਕ ਅੰ0ੰ ਦੀ ਵਿਹਾਰਕ ਆਲੋਚਨਾ (ਦੋ ਵਿਚੋ ਇਕ) 6 ਠ਼ਗਾਤ 2 ਨਿਬੰਧ ਦੀ ਸਾਹਿਤਕ ਪਰਖ (ਦੋ ਵਿਚੋ ਇਕ) 9 ਠ਼ਗਾਤ	CO2
	UNIT- III	CO3
	੍ਹ 0ੰਬਦ ਸਵ`ਰਾ ਤੇ ਨਿਬੰਧ ਪ੍ਰਕਾ0ੇ ਉਪਰ ਅਧਾਰਿਤ ਲਘੂ ਪ੍ਰ0ੰਨਾਂ ਦੇ ਉੱਤਰ (ਅੱਠਾਂ ਵਿਚੋ ਪੰਜ) 15 ਠ਼ਗਾਤ	
	UNIT- IV	CO4
	 ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੋ 1700 ਈ: ਤਕ) ਸੂਫੀ, ਕਿੱਸਾ ਤੇ ਜੰਗਨਾਮਾ ਸਾਹਿਤ ਵਿਚੋ ਇਤਿਹਾਸ ਨਾਲ ਸੰਬਧਿਤ ਪ੍ਰôਨ (ਦੋ ਵਿਚੋ ਇਕ) 5 ਨਗਾਤ 2) ਪੱਛਮੀ ਕਾਵਿ ਹਾਸਤਰ : ੳ) ਅਰਸਤੂ ਦਾ ਅਨੁਕਰਣ ਸਿਧਾਂਤ ਅ) ਮਨੋਵਿôਲੇôਣੀ ਵਿਧੀ ੲ) ਮਾਰਕਸਵਾਦ (ਦੋ ਵਿਚੋ ਇਕ) 5 ਨਗਾਤ 3) ਭਾਹਾ ਵਿਗਿਆਨ : ਭਾਹਾ ਵਿਗਿਆਨ ਦੀ ਪਰੀਭਾਹਾ, ਖੇਤਰ ਤੇ ਹੋਰ ਵਿਗਿਆਨਾਂ ਨਾਲ ਸੰਬੰਧ ਸਮਾਜ ਵਿਗਿਆਨ ਤੇ ਮਾਨਵ ਵਿਗਿਆਨ (ਦੋ ਵਿਚੋ ਇਕ) 5 ਨਗਾਤ 	

2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚ ਡੀਗੜ੍ਹ। ੨. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ। ੩. ਪਰਮਿੰਦਰ ਸਿੰਘ ਤੇ ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, 'ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ', ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ। ੪. ਈਸ਼ਰ ਸਿੰਘ ਤਾਂਘ, ਪੱਛਮੀਂ ਸਮੀਖਿਆ ਦੇ ਸਿਧਾਂਤ, ਦੀਪ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਬਾਲਾ ਸ਼ਹਿਰ। ੫. ਸਿੱਧੂ, ਪਰਮਜੀਤ ਸਿੰਘ (ਡਾ.), 'ਮਾਨਵ ਵਿਗਿਆਨਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ', ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, ੧੯੯੮. ੬. ਹਰਿਭਜਨ ਸਿੰਘ, ਅਧਿਅਨ ਤੇ ਅਧਿਆਪਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ ੭. ਧਾਲੀਵਾਲ, ਪ੍ਰੇਮ ਸਿੰਘ (ਡਾ.), ਰੂਪ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਸ਼ਬਦ ਰਚਨਾ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨਜ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, ੨੦੦੨ ੯. ਬਰਾੜ, ਬੂਟਾ ਸਿੰਘ (ਡਾ.), 'ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸ੍ਰੋਤ ਤੇ ਸਰੂਪ', ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਉਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ ੨੦੧੨.

Course Code	EDU397A
Course Title	Elective Hindi-VI
Hours	L:5, T:0, P:0
Credits	5

Туре	Departn	nental Elective						
Course Outcomes	अध्ययन प्रक्रिया के समापन के उपरान्त विद्यार्थी ':- • साहित्यिक आैर सामाजिक विषयों पर निबन्ध लेखन का अभ्यास करने हेतु कम से कम पाँच निबन्ध लिखेंगे! • निबन्ध, संस्मरण, जीवनी तथा आत्मकथा जैसे गद्य विधओं के स्वरूप और तत्वों का वर्शन करेंगे। • गद्य फुलवारी पर आधरित दिए गए प्रश्नों की आलोचना लिखेंगे। • निर्धरित छन्दों का हिन्दी भाषा में प्रयोग करेंगे। • निबन्ध लेखनका हिन्दी भाषा में प्रयोग करेंगे							
Examination Type	Theory							
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT	
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination Mode	Theory							
Syllabus	UNIT निबन्ध सामजिव किसी ए जायेगा।	CO1						
	UNIT-II न्दपज प गद्य फुलवारी, सम्पादक डॉ० शहाबुद्दीन शेख, प्रकाशक-राजपाल एण्ड सन्स, नई दिल्ली। केवल निम्नलिखित पाठ निर्धारित है । आसुओं की होलीश ;प्रेमचंदद्ध, अक `लीश ;मन्नु भंडारीद्ध, चीफ की दावतश ;भीष्म साहनीद्ध सुभान खॉा" ;रामवृक्ष बेनीपुरीद्ध भाभीश ;महादेवी वर्माद्ध, सदाचार का ताबीज ;हरिशंकर परसाईद्ध, महात्मा गांधी ;रामकुमार वर्माद्ध, मैं धौबी हूँश ;शिवपूजन सहायद्ध गप-शपश ;नामवर सिंहद्ध, जमनोत्री की यात्राश ;विष्णु प्रभाकरद्ध ;कद्ध% अंकों की एक सन्दर्भ सहित व्याख्या करनी होगी । क ुल दो व्याख्याँए पूछी जाएंगी । ;खद्ध १० अंकों का एक समीक्षात्मक प्रश्न करना होगा । कुल दो प्रश्न पूछे जाएंगे । १७						CO2	
	UNIT- न्दप	CO3						

ेवल निम्नलिखित गद्य-विधाओं का उद्भव और विकास : उपन्यास, कहानी, नाटक, निबंध, आत्मकथा, जीवनी, संस्मरण, रेखाचित्र। ८ २ हिन्दी भाषा और उसकी लिपि देवनागरी लिपि : विकास, गुण दोष, सुधार क` उपाय ७ अंका` क` कुल दो प्रश्न पूछे जाए ंगे, जिनमें से क`वल एक प्रश्न का उत्तार देना हा`गा । ७	
UNIT-IV न्दपज प्ट १ छन्द-परिचय- निम्नलिखित छन्द निर्धारित हैं । दोहा, सोरठा, चौपाई, रोला, कुण्डलियां, सवैया, द्रुतविलम्बित, हरिगीतिका, उपेन्द्रवज्रा, इन्द्रवज्रा । ८ १ निमन्त्रण पत्र, प्रेस, विज्ञप्ति, विज्ञापन का प्रारूप तैयार करना (१ प्रश्न पूछे जाएंगे, छात्रों को १ प्रश्न का उत्तार देना होगा)। ७	CO4

Suggested Readings:

- 1- चतुर्वेदी राज`श्वरप्रसाद, (२००८) हिन्दी व्याकरण उपकार प्रकाशन, आगरा।
- 2- २. साहनी एस.बी, शर्मा आर. पी (२००७) सर्वोत्ताम हिन्छी व्याकरण, साहनी प्रकाशन, आगरा।
- 3- ३. राजाराम कल्पना (२००९) निबंध बा`ध, स्पेक्ट्रम बुक्स प्रा. लि., दिल्ली।
- 4- ४. गुप्त गणपतिचन्द्र (२००८), साहित्यिक निबंध, लोकभारती प्रकाशन, इलाहबाद।
- 5- ७. गुलाटी यश (२००७), बृहत् साहित्यिक निबन्ध, सूर्यभारती प्रकाशन, दिल्ली।
- 6- ε. नगेन्द्र हरदयाल (२००९) हिन्दी साहित्य का इतिहास, मयूर पेपरवैक्स, नोयड़ा

0001021.	
Course code	EDU362A
Course title	History and Culture of Punjab-II
Hours	L :5 ,T:0 ,P: 0
Credits	5
Туре	Departmental Elective
Course outcomes	On the completion of the course, the student will be able to:
	CO1: Explain the Significant developments that led to
	independence and the impact of partition.
	CO2: Rebuild of social and economic life after partition.

	CO3: Describe the new trends in social and economic life of Punjab. CO4: Identify the development of Education and Punjabi literature after partition.									
Examination type	Theory	Theory								
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABI	L/PBL/ATT		
Weightage	10%	10%	25%	0%	50%	0%	5%			
Examination mode	Theory	1	1			<u> </u>				
Syllabus	Unit – 1 • Signi Impa	Unit – 1 CO • Significant developments leading to independence, Impact of partition on Punjab						CO1		
	 Unit-2 Rebuilding of social and economic life after partition the main stages in the movement for the Punjabi speaking state; reorganization act of 1966 Unit-3 New trends in social life: gender discrimination; emigration from Punjab New trends in economic life: modernization of agriculture, land reforms 							02		
								CO3		
	Unit – 4 • Dev inde • Dev refe	elopment of ed pendence elopment of Pu erence to prose	ducation unjabi lite e, poetry	in Punja erature v and drar	b after with spe na.	ecial		CO4		

- 1. Chopra, P.N.&Das, M.N.(1974), 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 EarlyMedieval. Foundation BooksPv tLtd 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), HeroicTradition in Punjab (1900-1947). Publication Bureau, PunjabiUniversity, 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, PublicationBureau, Punjabi University, Patiala.
- 10. Singh,K. (1991)A History of the Sikhs. Vol.II (1839-1998), Oxford University Press, Delhi.

COURSE-15

Course Code	EDU364						
Course Title	MOOC	COURSE					
Hours	L:4,T:0), P:0					
Credits	4						
Туре	Departm	ental Elective					
Course Outcomes	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.						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

Syllabus	Courses are offered by various agencies such as:	
	2 <u>UGC</u>	
	2 <u>AICTE</u>	
	Image: NPTEL(IIT-C)(Curriculum)	
	2 <u>CEC</u>	
	? <u>IIM-B</u>	
	Image: NIOS(Curriculum)	
	Image: NITTR- Chennai	
	Students will complete the MOOC course and will	
	submit the results to the department for evaluation.	

Course code	EDU366	A						
Course title	Yoga Me	editation						
Hours	L:4 ,T	L:4 , T:0 , P:0						
Credits	4							
Туре	Departm	ental Elective						
Course outcomes	On the co	On the completion of the course , the student will be able to:						
	CO1: Exp determina CO2: Lea CO3: Inc sports. CO4: Kn common	blain the concep ints for all-rour irn about eating ulcate the ideal ow about variou diseases.	t of healt nd develo habits a ls of phy ns yogic p	h educati opment. nd eating sical fitno ractices an	on its v disord ess and nd their	arious di ers rules ai role for	imension nd regul prevent	15 and ations of ion of
Examination type	Theory							
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL	PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination mode	Theory				1		•	
Syllabus	Unit – 1							CO1
	Health I • Con dete	E ducation cept of health,i erminants of he	mportan alth; Hea	ce,dimen alth needs	sions a s of chil	nd dren		

 and adolescents including differently-abled children. Impact of Physical activities,games,sports and yc different body systems,Management of stress ar in life. 	oga on nd strain
 Unit-2 Eating Habits Food and nutrition,food habits, the timing of food, and their functions, diversity of Indian food,seasonal foods and festival economics of food, malnutrition, obesity. Dietary requirements of the human body with specie emphasis on the nutritional needs according to age,sex,occupation,pregnancy and also with refere sports-person-ship; Need for diet planning, Balan Eating disorders: Anorexia Nervosa and Bulimia N 	CO2 nutrients ls, the ial nceto iced diet. lervosa.
 Unit-3 Physical Education Physical fitness, strength, endurance and flexibilit components, sports skills, indigenous and self-det activities Games and sports — athletics (general physical fitne exercises), games (lead-up games, relays and major rhythmic activities, gymnastics and their impact or Fundamentals skills of games and sports; Sports f recreation and competition; Rules and regulation sports; sports ethics; sports awards and scholarships,sports-personship. Drawing of Fixtures for conducting Tournaments, kn out,league,Layout of Track & Fieldareas 	CO3 ty, its fense ess games) n health for is of hock-
 Unit – 4 Yoga Concept, need and importance of yoga, History of Yoga asanas- Standing, Sitting, Prone and Supine positions (5Asanas each) Surya Namaskara and Pranayams, Meditation Precautionary measures for yogic practices. Role of yogasanas for prevention of common dise 	f yoga

1. K.Park,-Preventive and Social Medicine ||Banarsidas Bhanot, Publishers Nagpur

Road, Jabalpur, India.

- 2. NCERT(2013).Training and resource materials on Adolescence Education, NCERT, New Delhi (This materialis also available on <u>www.aeparc.org</u>. www.ncert.nic.in)
- 3. NCERT(2014).Population Education:Source Material,NCERT,New Delhi
- 4. StephenJ.Williams, Paul R.Torrens,-Introduction to Health Service, Delmore Publications
- 5. DeborahA.Wuest,CharlesA.Bucher,-Foundation of Physical Education Exercise Science and Sports **||**Tata McGraw Hill,Pvt.Ltd.,New Delhi
- JohnE.Mixon,AnnE.Jewett,-An Introduction to Physical Education,W.B.Saunders Company,London

Course code	EDU374							
Course title	Pedagog	y of Language	– II (Er	nglish)				
Hours	L:4 ,T	::0, P:0						
Credits	4							
Туре	Departm	ental Elective						
Course outcomes	On the co	ompletion of the	e course	, the stud	lent wil	l be able	e to:	
	conprehe for impac CO2: De	emonstrate mas ending diverse etful lesson des velop the skills	tery in te literary f ign. of lesso	eaching la forms and n plannin	inguage l craftir	e and lite ig activi employ e	erature ties, an effectiv	by ad materials ve teaching
	CO3: Pro foster eng Compreh strategies	strategies. CO3: Proficiently design, assess, and adapt syllabi and textual materials to foster engaging and effective learning experiences. CO4: Comprehend the significance of instructional materials and assessment strategies in the educational					materials to)4: essment	
Examination type	Theory							
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABI	_/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%	
Examination mode	Theory							
Syllabus	Unit – 1							CO1
	LANGUA • Differe media • Teachi	AGE, LITERA ent creative for and translation ing different te	TURE A ms of En n xts: Poet	ND AES Iglish Lan Try, Prose	STHET guage- , Dram	ICS Literatu a– Obje	re, ctives	

 Developing tasks, activities and materials for lesson design. 	
 Unit-2 LESSON PLAN Types of planning (i) yearplan (ii) unit plan (iii) individual lesson plan Instructional Objectives and Specifications for: prose, poetry, grammar and composition Teaching Skills: Introduction, Explanation, probing question, Stimulus Variation and Closing achiever 	CO2
 Unit-3 DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS Language Course Book-Importance, Characteristics and Review Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students. Language Curriculum-Meaning, Importance and Principles of Curriculum Construction 	CO3
 Unit – 4 TEACHING – LEARNING MATERIALS AND ASSESSMENT- ITS ROLE AND IMPORTANCE Audio-visual aids, Use of Multimedia in ELT, Online Resources for ELT, ELT and Social Networking Planning activities such as discussion, debates, workshops, seminar etc.; Language labs. Techniques of evaluation— oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation Reflecting – Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness, Construction of language test and Blue print. 	CO4

- 1. National Curriculum Framework 2005; NCERT, December 2005.
- 2. National Curriculum Framework 2005; Position Paper, National Focus Group onTeaching of English; NCERT,2006.
- 3. National Curriculum Framework2005, 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.
- Gardner and Lambert(1972)Attitudes and Motivation in second language learning;Rowley;New bury house. Jeremy Harmer,Longman Handbooks for Language Teachers, The Practice of English LanguageTeaching

Course Code	EDU376
Course Title	Pedagogy of Language- II (Hindi)
Hours	L:5, T:0, P:0
Credits	5
Туре	Departmental Elective
Course Outcomes	On the completion of the course the students will be able to अग्न साम्राम्ना साम्राम्ना साम्राम्ना मान्ना साम्राम्ना साम्राम्ना साम्राम्ना मान्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्रा मान्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्रा साम्राम्ना साम्राम्ना साम्राम्ना साम्रान्ना साम्रा साम्राम्ना साम्राम्ना साम्राम्ना साम्रान्ना साम्रा साम्राम्ना साम्राम्ना साम्राम्ना साम्रान्ना साम्रान्ना साम्रा साम्राम्ना साम्राम्ना सिम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना सिम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्नाम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्ना साम्राम्नाम्नाम्नाम्राम्नाम्ना साम्राम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्ना साम्राम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्नाम्न

Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	UNIT-I हहद8उर्ाचारणश¢ण @चारणअवयव/èथान @ठॅहदं ४कaमानकर्∪वॅॅॅनयाऍं वंवग&करण (èवरaयंंजन) @बलाघवत, eवरवघवत, अनतु ाान अश्राह ा ु धउर्तचारणके कारण, उनके Aकवरएवंसुधवरके उपवय						CO1
	UNIT-II [[[[[CO2					
UNIT- III पाश्यभ्रमपाश्यसामEेी कािीेनमााणऔरवæलेषणतथा िीेश्द@णअधगमसामEी ेिश्द@णअधगमसामEी ेिश्द@णअधगमसामEी ेिश्द् ेप्राग्य्यम्काएंनमा[णएवंपाग्यपेटा] तककांवकास (मार्ययमकहेतरपर) ेभाषाकव्रपाग्यपेटा] तककांवच्होेषताएँ ेप्राग्यम्यमएवंपाश्यपेटा] तककांवच्होेषणएवंमaा यांकन रटं मीच्डयाएवं अर्धयमतवाद [४उपागमकव्ओर टं मीच्डयाएवं अर्धयपठनसामEाी। ेवनाभारोेष्ठयोगकवर्ष् वृa्य-र्द्र्यसामEारीरेंडयो, दरूदशन[CO3

' ãम। ▣ पा+यसहगामी∂याएँ (साŏह×यपारषӄपारचचा[, वादववाद, कायगो [çठट्र, सेमनारइ×याŏद)। ▣ भाषाµेयोगशाला। 156	
UNIT- IV मलयां कन—इसक a भीि ा मकाऔरमह×व • भाषावकासक a AगUतऔरम a ायाकं न • सततऔरखयापकम a याकं न म a ायाकं नक a Hैक्थयाँ मौखक, खत, $eara$ ायाकनं • आपसी म a ायां कन, समहम a याळं न • h æन;का ead कप्त, स्महम a याळं न • h æन;का ead कप्त, स्महम a याळं न • h æन;का ead कप्त, समहम a याळं न • h æन;का ead कप्त, समहम a याळं न • h æन;का ead क्रयायां यानके साथ- साथपारचचाछा B ; b खाराध्वयां करक सीखनाउनक a सहभागता b वाराधाः टण। का ा ह्सेटतकक a ठेहदं 8 क a देरा य;क a कसीएकप i Hयप c ाु तकक a तुलनाकरना। cvअपनेरा यक a का ा ह्सेटक a ठेहदं 8क a प i Hयप c ाु तकक a (परे खाबनान)। cvअपनेरा यक a का ा ह्सेटक a ठेहदं 8क a य i Hयप c ाु तकक a (परे खाबनान)। cvअपनेरा यक b हदं 8 के h द्रनप b क्रसमी ा करना। ev समकालक्षत्तबालस i ाठेह यक a समी ा करना। ev समकालक्षत्तबालस i ठेह यत्तक क a स्त न्या co त्रिहताओक a समी ा ा करना। ev ठेहदं 8 के \cdot ह8 ा देदोटल तसाठह यक i र;क a aसीएककृ यतक a समी ा ा। cv का ा c a क्वसमी ा ा। cv का c c c कक a a सीएकक ा c b c ca सीएककृ यंतक a समी ा i ा cv b c i c a क a i a i a i	CO4

Reference Books: 1. सततएवंåयापकम लयांकन, एन.सी.ई.आर.ट४. Aकाशन।

2. भोलानाथऍतवार४, (1967) भाष**ािा**व£ान, इलाहाबादकताबमहल।

३. एम०एम०भाठॅटय**ाऔरस**ी०एल०ना**ं रग, ¼1984)** आध**ुिा**नकहहद४िाः श¢णवधयाँ, ल**ा**ु धयानाभिकाशमदस।[

4. माताबदलजायसवाल, मानकहहद४कािाऐतहािाःसकåयाकरण, इलाहाबादमहामऍतAकाशन।

5. रमनŏबहार४लाल, (1992-93).हहद४िाः श¢ण, मेरठरèतोगीिपÞलके शन

6. ८वारिकामेसादसंहेसेना, (2000) भाषािाव£ामके िास्ट्राार्ों तऔरहहदक्ष्भाषा, मेरठमीना¢ाीमेकाशन।

7. भाईयोग∧gंजीत(1994) हहद४भाषािारा¢ण, आगरावनोदपुèतकमंŏदर।

8. MkW- t;iky rjax] ¼2003½ fganh f'k{k.k dh ubZ fn'kk] ubZ fnYyh] lkSE;k izdk'kuA

Course Code	EDU378	EDU378					
Course Title	Pedagog	y of Language- II (Punj	jabi)				
Hours	L:4, T:0	, P:0					
Credits	4						
Туре	Departm	iental Elective					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	UNIT- I	JNIT-I • 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)					CO1

(ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ) ੦ ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਮੀਡੀਆ ਦੀ ਭੂਮਿਕਾ ੩. ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਦਾ ਮਹੱਤਵ ਤੇ ਲੋੜ	
UNIT- II • ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ – ਮਹੱਤਵ, ਉਦੇਸ਼, ਵਿਧੀਆਂ ਤੇ ਅੰਤਰ। • ਨਾਟਕ ਸਿੱਖਿਆ – ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ – ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ • ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ – ਸਭਿਆਚਾਰ ਦੀ ਜਾਣ ਪਛਾਣ, ਮਹੱਤਵ ਅਤੇ ਪਛਾਣ ਚਿੰਨ੍ਹ (ਪ੍ਰਸਤਾਵਿਤਪ੍ਰਸ਼ਨ)	CO2
UNIT-III • ਪਾਠ ਯੋਜਨਾ – ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ ,ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ। • ਭਾਸ਼ਾ ਸਿੱਖਿਆਂ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ – ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।	CO3
UNIT- IV • ਪਾਠਪੁਸਤਕ, ਪਾਠਕ੍ਰਮ – ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ – ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇਪਜਵੀਂ ਤੋਂ ਦਸਵੀਂ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤਵੀ ਸੂਚਨਾ।	CO4

- ਪੰਜਾਬੀ**ਤ**ਾਿTTT, ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਪੰਜਾਬੀôਬਦ ਰੂਪ ਅਤੇ ôਬਦ ਜੋੜ ਕੋô : ਡਾ਼ ਹਰਕੀਰਤ ਸਿੰਘ।
- ਮਾਤ-ਭਾôਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ : ਡਾ਼ ਜਸਵੰਤ ਸਿੰਘ ਜਸ।
- ਪੰਜਾਬੀ ਭਾôਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਕ : ਡਾ਼ ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਪਰਮਿੰਦਰ ਸਿੰਘ, ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ ਲਾਹੌਰ ਬੁੱਕ 0ਾਪ, ਲੁਧਿਆਣਾ।
- ਮੱਧਕਾਲ ਦੀ ਚੋਣਵਖ਼ ਪੰਜਾਬੀ ਕਵਿਤਾ ਡਾ. ਪ੍ਰੀਤਮ ਸਿੰਘ (ਸੰਪਾ.) ਪਬਲੀਕੇôਨ ਬਿਊਰੋ, ਚੰਡੀਗੜ੍ਹ।
- ਪੰਜਾਬੀ ਅਧਿਐਨ ਦੇ ਮੁਢਲੇ ਸੰਕਲਪ ਜੀਤ ਸਿੰਘ ਜੋਹੀ, ਵਾਰਸ 0ਾਹ ਫਾਊਡੇ0ਨ, ਅੰਮ੍ਰਿਤਸਰ 1999
- ਪੰਜਾਬੀ ਭਾ0ਾਂ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ-ਡਾ. 0ਰਦੇਵ ਸਿੰਘ ਗਿੱਲ ਲੋਕਗੀਤ ਪ੍ਰਕਾ0ਨ, 2006

Course code	EDU372
Course title	Pedagogy of Social – science – II
Hours	L:4 , T:0 , P:0
Credits	4
Туре	Departmental Elective

Course outcomes Examination type	On the completion of the course , the student will be able to: CO1: Explain the behavioral objectives and teaching skills in social science. CO2: Describe the principles of curriculum development and role of ICT in teaching social science. CO3: Identify the various methods and approaches of teaching social science. CO4: Elaborate the steps of pedagogical analysis and lesson planning. Theory							
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	AB	L/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%	
Syllabus	Unit – 1 • Socia Scien • Beha Scien • Teac ques reinf Unit-2 • Mea deve • Con Imp • Use • Soci	 Theory Unit – 1 Social science: Relationship of Social studies with Social Science, Languages, Mathematics, Arts and Science. Behavioural Objectives in Social Sciences, Values of Social Science in Teaching. Teaching Skills: Introduction Skill, explanation, questioning, stimulus variation and skill of reinforcement. Unit-2 Meaning and definitions of Curriculum, Challenges in the development of social science curriculum. Continuous and Comprehensive Evaluation: Meaning, Importance and Process. Use of ICT in teaching of social science. 						CO1
	 Issues and recommendations of NCF 2005. Unit-3 Methods and Approaches Classroom Processes:Discovery method, Source method and Survey Method. New approaches to Assessment–Question bank, Open Book Examination,Grading & Credit System. Construction of Achievement Test– Concept and Steps 					CO3		

Contents and its pedagogical analysis and Lesson planning	
 Understanding terminology of social sciences: social structure, social stratification, community, state, region, market 	
 Meaning, importance and Steps of Pedagogical Analysis. Bedagogical Analysis on the following tonics: 	
 Constitution of India Physical features of India 	
 Population Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation 	

- 1. Shaida, B.D. (1962), The teaching of Social Studies. Panjab Kitab Ghar, Jalandhar.
- 2. Kochhar,S.K.(1983),Teaching of Social Studies.New Delhi: Sterling Publications,New Delhi.
- 3. Kohli,A.S.(1996), Teaching of social studies. Anmol Publishers, New Delhi.
- 4. Taneja, V.K. (1992), Teaching of Social Studies. Vinod Publishers, Ludhiana.
- 5. Aggarawal, J.C. (1982), Teaching of Social Studies. Vikas Publishers, New Delhi.
- 6. Wesly, E.B. (2000), Teaching of Social Studies. D.C. Herthand Co, Boston

	EDU200	•						
Course code	EDU380.	EDU380A						
Course title	Pedagog	Pedagogy of Mathematics - II						
Hours	L:4 , T	L:4 , T: 0 , P:0						
Credits	4	4						
Туре	Departm	Departmental Elective						
Course outcomes	On the co CO1: Ide Construct CO3: An CO4: Con teacher th	On the completion of the course, the student will be able to: CO1: Identify the different learning resources of Mathematics.CO2: Construct lesson plans for effective teaching and learning mathematics. CO3: Analyze the different tools and techniques of assessment. CO4: Comprehend the role of teacher as a researcher through the role of teacher through lifelong learning						
Examination type	Theory	Theory						
Assessment tools	Written quiz	Assignment/ project	MSE	MSP	ESE	ESP	ABL/PBL/ATT	

Weightage	10% 10% 25% 0% 50% 0% 5%								
Examination mode	Theory								
Syllabus	Unit 1						<u>C01</u>		
Synabus									
	LEARN	NING RESC	DURCES IN	MATH	ЕМАТ	ICS			
	• 1	dentificatio	n and use of	learning	g resourd	es from			
	i	immediate environment (e.g.Pulleys, Projectiles,							
	S	shares, Fricti	on)						
	• (Jsing comm	unity resource	ces: brin	iging coi	nmunity	/ to		
	t	he class and	taking class	to the c	commun	ity; Poo	ling		
	0	of learning r	esources in s	chool co	omplex/	block			
	/	district leve	:l.						
	• (Jsing labora	tory as a lea	rning res	source, a	approacl	hes		
	t	o laborator	y work, planr	ning and	organiz	ing			
		aboratory w	ork,safety in	laborat	ories.				
	•	lextbook Re	views of Mat	nematio	cs books	.			
		20011Ng Of Le	earning Resol	urces.	*****	~~			
	Unit 2	Handling nu	raies in utiliza	ation of	resourc	es			
	PLANN MATH								
		hd							
		Steps of Less	son Planning:	Format	tion of N	lacro			
	L	esson Plan.							
	• F	Raising quer	ies and relati	ng math	nematic	s to real	life		
	S	situations							
	 Appreciating dialogue and cooperative learning 								
	á	among peer	group;						
	Unit-3						CO3		
	I TOOLS AND TECHNIQUES FOR ASSESSMENT OF								
		Meaning of	Measuremen	it asses	sment a	nd			
	6	evaluation.	difference be	tween N	Measure	ment ar	nd		
	evaluation.								
	 Recording and reporting of learning evidence. 								
	 Measurement of student's achievement-CCE, 								
	Creation of rubrics and portfolio.								
	• (Constructior	n of Achieven	nent tes	t.				
	Unit – 4		TIFFTON	OIDA	DAILA		CO4		
	PPOFE	EIVIA LICS: 'SSIONAT	LIFE LON	G LEA. MENT 4	KINING OF	AND			
	PROFESSIONAL DEVELOPMENT OF MATHEMATICS								

 universities and other schools etc. Teacher as a researcher – learning to understand how students learn science: Action research – meaning, selecting problems for action research, developing various format for action research area 	•	Recreational activities in mathematics riddles puzzles and mathematical club. Concept of Vedic Mathematics Various opportunities for in-service professional development-interaction with peer teachers, reading, attending training programme, membership of professional organisation, sharing through conferences, seminars and Journals, mentoring, teacher sex change programme, acquiring higher qualification, collaborating with	
	•	universities and other schools etc. Teacher as a researcher – learning to understand how students learn science: Action research – meaning, selecting problems for action research, developing various format for action research area	

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- 5. Butter, C.H., & Wren, F.L. (1965). The Teaching of Secondary Mathematics. London Graw Hill Book Company.
- 6. Dececco, J.P., & Crawford, W. (1977). The Psychology of Learning and Instruction. New D elhi: PrenticeHall 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.
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COURSE-22	
Course code	EDU204A
Course title	Training: Weapon, Infantry, and Obstacle

Hours	L:0,T:	0 , P:3					
Credits	3						
Туре	Departm	ental Elective					
Course outcomes	On the completion of the course , the student will be able to: CO1:Understand the importance of detailed safety precautions necessary for the prevention of accidents. CO2:Perform weapon drills gracefully. CO3:Acquire knowledge about an Infantry Battalion organization and its weapons CO4:Acquire awareness about the various types of weapon systems in the Armed Forces. CO5:Expected Learning Outcomes						
	Training of	on the various w	eapon, an	id obstacl	e cours	e e	ansnip.
Examination type	Practical						
Assessment tools	Written quizAssignment/ projectMSEMSPESEESPABL/PBL						ABL/PBL/LP
Weightage	0%	0%	0%	0%	0%	80%	20%
Examination mode	Practical	L				1	
Syllabus	 Unit – 1 WeaponTraining-I Introduction & Characteristics of. 22 rifle, Handling of.22rifle. Range procedure & Theory of group.Short Range firing.Short Range firing. Stripping, Assembling, Cleaning of Point 22 rifle, Sight Setting and Sight Pict ure of Point 22 Rifle, Loading, Cocking and Unloading, Lying Position,Holding and Aiming of Point 22 rifle, Trigger Control and Firing ofShot, Theory of Group, Short-Range Aiming and Firing, Firing Practice It VII. 						
	 Unit-2 Infantry Weapons Characteristics of Battalion Support Weapons. Characteristics of Infantry Company support weapons and 5.56M MINSAS Rifle 						

Obstacle course training	
 OT Practice–I:-Untimed, Cadets will be familiarized 	d
with all the obstacles in the Obstacle Course and	
briefed about correct method do them, OT	
Practice-II:Timed practice for all the cadets and	
record to be maintained	

- (i) Grooming Tomorrow's Leaders, published by DG,NCC.
- (ii) Youth in Action, published by DG, NCC.

Course Code	EDU 392	EDU 392					
Course Title	Pre- Inte	ernship					
Hours	L: T: P:	:4 weeks					
Credits	4						
Туре	Core Co	ourse					
Course Outcomes	On the co knowled CO1: El programm CO2 : Ob of the mu CO3 : De classroon CO4 : Pla	 On the completion of the course, the student will gain the following knowledge and skills: CO1: Elaborate about the activities to be carried out during school internship programme. CO2: Observe classroom teaching, various school activities and gain insight of the multiple roles of the teacher. CO3: Develop skill in content analysis, preparing TLM and observing classroom processes. CO4: Plan and implement teaching learning activity in the classroom. 					
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL
Weightage	0%	0%	0%	0%	0%	100%	0%
Examination Mode	Practica	1					

Syllabus	 (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 lessonplans 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 regularteachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflection 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).

SEMESTER -7 COURSE OUTLINE COURSE-1

Course Code	EDU 49	EDU 491					
Course Title	Internsh	ıip					
Hours	L:0 T:0 I	P:14 weeks					
Credits	14						
Туре	Core Co	ourse					
Course Outcomes	 On the completion of the course, the student will gain the following knowledge and skills: CO1: Observe the classes of regular teachers and peers and learn about teaching learning process and classroom management. CO2: Develop skill in planning and teaching in actual classroom environment. CO3: Reflect, learn to adapt and modify their teaching for attaining learning outcomes of students. CO4: Maintain a Reflective Journal. CO5: Acquire skill in conducting Action Research/ Case Study. CO6: Inculcate organizational and managerial skills in various school activities. CO7: Create and maintain resources for teaching and learning in internship acheals 						
Examination Type	Practical						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL
Weightage	0%	0%	0%	0%	0%	100%	0%
Examination Mode	Practica	1					

Sullabus	The student teachers will negform the following in the school
Synadus	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 otherduring 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 Primery
	classes and 20 for Secondary classes in each
	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
	 Departing and using tagshing aids in each Dedagagy
	• Preparing and using teaching aids in each Pedagogy
	Whiting a Deflective Lowrool
	• writing a Reflective Journal
	• Organizing any two co-curricular activities and
	Deporting.
	• Preparing a suggestive comprehensive plan of
	action for improvement of some aspects of the
	school, where they have beenteaching during
	Internship.
	• Reporting on activities conducted with the
	community.
	• Any other activity given under Suggested School
	Activities can be studied after consultation with
	the Faculty, in charge of learning to function as a
	teacher (School Internship).
	SUGGESTED SCHOOL ACTIVITIES
	Organizing cultural, literary, sports and games
	activities
	• Framing of time table
	Organizing Morning Assembly

 Maintenance of school discipline Maintenance of school records, library and laboratories Providing Guidance and Counseling services 	
 Studying the role of community in school improvement School Mapping Water Resource Management in schools 	
 Mass awareness of social evils and taboos Organizing educational fair, exhibition, club activities, nature study and field trip. (Any other activity/ activities decided by the Institute) 	
Modes of Learning Engagement	
 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 theInstitute 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. 	
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	

Course Code	EDU 49	3					
Course Title	Workin	Working with Community					
Hours	L:0 T:0	L:0 T:0 P:2weeks					
Credits	2						
Туре	Core Co	ourse					
Course Outcomes	On the c knowled CO1: A commun CO2: D CO3: A country. CO4: M society. CO5: W learning CO6: D	On the completion of the course, the student will gain the following knowledge and skills: CO1: Acquaint themselves with the factors working in the society/ community i.e. knowledge of social realities. CO2: Develop the dignity of labour among them. CO3: Arouse their interest in the social and economic reconstruction of the country. CO4: Make themselves aware of the educational problems and needs of the society. CO5: Work with the community in the interest of the learner and their learning outcomes. CO6: Develop their personality through community service					
Examination Type	Practica	1					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL
Weightage	0%	0%	0%	0%	0%	100%	0%
Examination Mode	Practica	1			•		
Syllabus	METHO The stud academic be under Institute. Suggesto • S • S • S • C	 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 thefollowing or given by the Institute. Suggested Activities Shramdaan and beautification Study of educational scenario of a community. Reporting the profile of each Institution/NGO/social organization, which is directly or indirectly concernedwith 					

 educational /literacy programme. Micro planning exercises for assessing the educational status of the community Organization of "Nukad Natak" "Cultural Programmes", "Rallies" etc. for motivating the villagers for sending their wards to schools. School mapping exercises for assessing the educational need of the community. Study of enrolment, stagnation and dropout problems. Exploring the community resources and finding means and ways of using them for betterment of school. Survey of nearby community (adopted community) and assessing its educational needs, social needs etc. 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. Organization of Literacy programmes in the community Cleanliness drives in the community and awareness about their needs Character building programmes Developing healthy food habits among the community. Remedial teaching work for poor and needy in the community. Action Research regarding local problems in consultation with the community. Promoting peace oriented values in the community. Promoting peace oriented values in the community. Action Research regarding local problems in consultation with the community. Promoting peace oriented values in the community. Conducting Adult Education programmes Assistance and working with local community in actual relief work whenever needed. Training of community in First Aid. Helping the children with special needs. 	
 Assistance and working with local community in actual raliaf work whenever needed 	
 Training of community in First Aid 	
 Helping the children with special needs. 	
• 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 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.	

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Semester VIII

Outline of the Courses

Course 1

Course Code	EDU403	EDU403					
Course Title	SCHOOL #	SCHOOL AND CLASSROOM MANAGEMENT					
Hours	L:4, T:0	, P:0					
Credits	4						
Туре	Core Co	urse					
Course Outcomes	On the co CO1: Exp CO2. Enl maintena CO3: Def CO4: Des	 On the completion of the course the students will be able to CO1: Explain the various principles of school and classroom management. CO2. Enlist the physical resources of the school and importance of their maintenance CO3: Define the significance of institutional planning and school organization. CO4: Describe the importance of organizing co-curricular activities. 					
Examination Type	Theory	Theory					
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						

Syllabus	 UNIT- I CLASSROOM MANAGEMENT Concept, Principles, and Approaches to Classroom management, Factors affecting classroom management Teacher as effective Manager Types of Educational Management- Autocratic, Democratic, Lassie- Fair Supervision 	CO1
	 UNIT- II MANAGEMENT OF SCHOOL RESOURCES Concept of Resources, Management of the Physical Resources- School Building, Library, Labs. Hostels and the Playground Management of the Human Resources- Interpersonal and Intergroup relations, Teacher- Taught relationship, Relationship with the Head, Administrator Portrait lighting techniques 	CO2
	 UNIT- III SCHOOL ORGANIZATION AND MANAGEMENT School as an organization: Meaning, Objectives and Principles of school organization, Institutional Planning: Meaning, objectives, characteristics, and advantages of institutional planning. Norms and conditions of opening a school according to CBSE 	CO3
	 UNIT- IV MECHANISM FOR CO-ORDINATED FUNCTIONING IN SCHOOL Co-curricular Activities: Meaning, Importance, Principles of organizing co-curricular activities (Especially Morning Assembly, NSS, NCC, Field trips). School Records and Registers: Need and Importance, Types, Characteristics and Maintenance. Biometric Attendance System: Concept, Significance and Challenges in Indian context. 	CO4

- Bob Moon and Patricia Murphy (Ed). (1999). The curriculum in Context. London. Paul Chapman Publishing.
- Chryshochoos, N.E. (1998). Learner Needs and Syllabus Design. M.A. Dissertation. England. School of English. The University of Durham.
- D.J. Flinders and S.J. Thorton (eds). (1997). My Pedagogic Creed. New York. The Curriculum Studies Reader, Routledge.
- G.W. Ford and Lawrence Pungo. (1964). The structure of Knowledge and the curriculum. Chicago. Rand McNally & Company.
- Groundland, N.E. (1981). Measurement and Evaluation in Teaching. New York. Macmillan.
- Kelley, A.B. (1996). The Curricular Theory and Practice. The US. Harper and Row.
- Kochhar S.K. (1970). Secondary School. New Delhi. Sterling publishers Administration.
- Kumar Krishna. (1997). What is Worth Teaching. New Delhi. Orient Longman.
- Loomba, K. &Loomba, P. (2015). School Management, Jalandhar: Saanjh Prakashan.
- lqf[k;k,l-ih-1/419651/2-fo|ky; iz'kklu,oa laxBu-vkxjk-fouksn iqLrd eafnjA
- Management. Deep and Deep Publications, New Delhi.
- Mathur, S.S. (1990): Educational Administration and Management. The Indian Press, Ambala.
- . Mohanty, Jagannath (1998): Educational Administration: Supervision and School
- Sachdeva, M.S. (2001): School Management. Bharat Book Centre, Ludhiana.
- Safaya, Raghunath and Shaida, B.D. (1979): School Organization. Dhanpat Rai, Delhi.
- Sarkaria, M.S, Singh, Jaspal& Gera, Manju (2008): Modern school management. Kalyani Publishers, Ludhiana.
- Sharma, T. S. (2005). School Management and Administration. Patiala: Shaheed-EAzam Printing Press.
- Sodhi, T.S and Suri, Aruna (2002). Management of School education, Bawa Publications
- Taba, Hilda. (1962). Curriculum Development. Theory and Practice. New York. Har Court, Brace and Wald.
- The Report of Education Commission. (1964-66). MHRD Govt. of India.
- Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago. University of Chicago Press.

Course	-2
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Course Code	EDU404
Course Title	CURRICULUM DEVELOPMENT
Hours	L:4, T:0, P:0
Credits	4
Туре	Core Course

Course Outcomes	On the completion of the course the students will be able to						
	 CO1: Conceptualize the meaning and different approaches of curriculum development. CO2: Elaborate the different theories, models and reforms in the development of curriculum. CO3: Analyse the steps and design of curriculum. CO4: Explain the role of organisation in implementation and evaluation of 						
	curricuru						
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ATT
Weightage	10%	10%	25%	0	50%	0%	5%
Examination Mode	Theory						
Syllabus	 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. Types of Curriculum: Subject- Centered/ Traditional curriculum, Activity- Based curriculum, Basic Education Curriculum. Approaches: Discovery Approach: Characteristics, Purpose of role of teacher; Humanistic Curriculum Approach; Characteristics, Purpose of roleof teacher. Changing paradigms in education: Cognitivism, behaviorism, constructivism, connectivism. Activity- based curriculum. Discovery Approach, 					CO1	
	 UNIT- II BASICS OF CURRICULUM DEVELOPMENT Need, Importance and Process of Curriculum development 						CO2
	 Models of curriculum development 						

 Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary Curriculum reforms in India; National Curriculum Frameworks; Syllabus, textbook, differentiated curriculum, Contextualized Curriculum 	
 UNIT- III CURRICULUM DEVELOPMENT AND CURRICULUM DESIGN Steps of 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. Curriculum Design: Concepts, Steps and Models: Tyler's, Wheelers's, Kerr's 	CO3
 UNIT- IV CURRICULUM IMPLEMENTATION AND EVALUATION Role of MHRD, NCERT and the States in curriculum reform. Teachers 'role in generating dynamic curricular experiences through: Need and evaluation of effective curriculum construction with reference to existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials. 	CO4

- Aggrawal, J.C., & Gupta, S. (2005). Curriculum Development. New Delhi: ShipraPublisher.
- Candra, A. (1977). Curriculum Development and Evaluation in education. New Delhi: SterlingPublishers.
- Darji, D.R., & Lulla, B.P. (1967). Curriculum development in secondary schools of Baroda. Baroda: SadhanaPress.
- Erickson, H.L. (2007). Concept based curriculum and instruction for the thinking classroom California; CorwinPress.
- Hassrin, M. (2004). Curriculum Planning for elementary education. New Delhi: Anmol Publishers.
- Kumari, S. & Srivastava, D.S. (2005). Curriculum and Instruction. New Delhi: ShipraPublishers.
- Musgrave, P.W. (1974). Contemporary studies in the Curriculum. Australia: Angus and RoberstonPublishers.
- Nigam, B.K. & Khan, M.I. (1993). Evaluation and research in Curriculum Construction. New Delhi: KanishkaPublishers.
- Ornsttein, A.C. & Hunkins, F. (1988). Curriculum foundations, Principles and issues. New Jersey PrenticeHall.
- Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat Publications.
- Sharma, R. (2002). Modern Methods of Curriculum Organisation. Jaipur: BookEnclave.
- Sockett, H. (1976). Designing the Curriculum. Britain: PitmanPress.
- Srivastava, H.S. (2006). Curriculum and methods of teaching. New Delhi: ShipraPublishers.
- Tata, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & WorldInc.

Course-3

Course Code	EDU406
Course Title	CREATING AN INCLUSIVE SCHOOL
Hours	L:4, T:0, P:0
Credits	4
Туре	Core Course
Course Outcomes	On the completion of the course the students will be able to CO1: Comprehend the concept of special, integrated and inclusive education CO2: Describe and differentiate between visual, hearing and speech impairment.
	CO3 : Identify the various learning disability and their educational provisions.

CO4 : Elaborate different forms of mental and locomotor disability.							bility.
Examination Type	Theory						
Assessment Tools	Written Quiz	ABL/PBL/ATT					
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	UNIT- I content • Inclu Role Class • Issue Educ • Role Exce	 UNIT- I INCLUSIVE EDUCATION change content Inclusive Education: Concept, Importance, Role of a Special Educator, Special Classroom. Issues and Changing trends in Special and Inclusive Education. Role of a psychologist in dealing with the problems of Exceptional children. 					CO1
	 UNIT- II AUDIO- VISUAL IMPAIRMENT Visual Impairment: Concept, Characteristics, Causes, Categories, Behavioral Indicators and Education of the Visually Impaired. Hearing Impairment: Concept, Characteristics, Causes, Categories, Behavioral Indicators and Education of Hearing impaired. Speech Impairment: Concept, Characteristics, Causes, Types, Behavioral Indicators and Education of Children with Speech Impairment 					CO2	
	 UNIT- III LEARNING DISABILITY Attention Deficit Hyperactivity Disorder (ADHD): Concept, Educational & Psychological Strategies Cognitive & Behavioral Therapies to treat ADHD children. Autism Spectrum Disorders: types, Identification and Educational Programmes. 						

 Learning Disability (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Aphasia): educational provisions 	
 UNIT IV Mental Retardation and Locomotor Disabilities Mental Retardation: Concept, Characteristics, Causes, Classification, Educational provisions and Therapeutic Interventions The distinction between children with Learning Disabilities, Slow Learners and children with Mental Retardation Leprosy Cured, Neurological and Locomotor Disabilities: Definition, Causes, Characteristics, Classification, and Educational Programmes. 	CO4

Reference Books:

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta:Alberta.
- Carson, C. R. (2007) Abnormal Psychology, Pearson Publisher Pvt. Ltd.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past, Present and Future. New York: The Falmer Press.
- Harely, R.K. and Lawrence, G.A. (1977). Visual Impairment in the Schools. Springfield, III. U.S.A: Thomas Publishing.
- Jangira, N.K. and Mani, M.N.G. (1991) Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon:Academic Press.
- Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIMH.
- Overton, T. (1992) Assessment in Special Education- An Applied Approach. New York: McMillan.
- Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas Publications.
- Peshwaria, R. and Venkatesan, S. (1992) Behavioural Assessment scales for Indian children with Mental Retardation: A manual forTeachers. Secunderabad: NIMH.
- SubbaRao, T.A. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons. Secunderabad: NIMH.
- Taylor, R.L. (1993) Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn

Course-4

Course Code	EDU495						
Course Title	Gender School and Society						
Hours	L:4, T:0,	L:4, T:0, P:0					
Credits	4						
Туре	Core Cor	urse					
Course Outcomes	On the co	On the completion of the course the students will be able to					
	CO1: Ider CO2: Exp CO3: Ider classroon CO4: Enu women.	 CO1: Identify the various theories on gender and education CO2: Explain the concept of muscularity and femininity. CO3: Identify gender inequality in school, School curriculum, Text book, classroom processes, and student teacher interaction. CO4: Enumerate the impact of conflict and violence on the lives of women. 					
Examination Type	Theory						
Assessment Tools	Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL/ ATT
Weightage	10%	10%	25%	0%	50%	0%	5%
Examination Mode	Theory						
Syllabus	Gender Studies: Concept and TheoriesCO1• Meaning of gender equality, need & importance• Theories on Gender and Education.(i) Symbolic Interaction Theory(ii) Gender Schema Theory(iii) Cognitive Development Theory(iv) Conflict Theory					CO1	
	UNIT- II GenderIssues					CO2	
	 Concept of gender Patriarch, Masculinity and Feminism, Issue of muscularity and familiarity Equity and equality: Psychological and sociological 						

perspective Emergence of gender specific roles, cross cultural perspective	
 UNIT- III Gender Inequalities and strategies for change Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction Strategies for change: policy and management in the school 	CO3
 UNIT- IV Gender and Sexuality Understanding sexuality (sexual orientation and sexual identity- third gender) and the relationship between power and sexuality. Violence against women- empirical examples of the graded violence against women, the impact of conflict and violence on thelives of women, efforts to deal with the issue of violence against women. Legal (sexual and reproductive) rights of women. 	CO4

Reference Books:

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COURSE-5

EDU 494							
Post Internship Engagement with the Field Task							
L: T: P:1	L: T: P:1week						
1	1						
Core Co	Core Course						
On the co knowled CO1: En learnings, CO2: Pro performan and furthe CO3: Cu challenge profession	On the completion of the course, the student will gain the following knowledge and skills: CO1: Encouraging interns to reflect on their internship experience, identify key learnings, and assess their personal and professional growth. CO2: Providing a platform for interns to receive constructive feedback on their performance during the internship, as well as guidance on areas for improvement and further development. CO3: Cultivating a growth mindset among interns, encouraging them to embrace challenges, learn from setbacks, and continuously strive for improvement in their professional practice.						
Practica	Practical						
Written Quiz	Assignment/Project Work	MSE	MSP	ESE	ESP	ABL/PBL	
0%	0%	0%	0%	0%	100%	0%	
 Practical Post Internship is organized for a day mainly for reflection and review of internship programme as a whole, to facilitate theunderstanding 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. 							
	EDU 494 Post Internet L: T: P:1 1 Core Core Core Core knowled CO1: End learnings, CO2: Pro- performan and further CO3: Cu challenge profession Practical Written Quiz 0% Practical Cos Cos Cos Cos Cos Cos Cos Cos	EDU 494 Post Internship Engagement v L: T: P:1week 1 Core Course On the completion of the course knowledge and skills: CO1: Encouraging interns to refle learnings, and assess their personal CO2: Providing a platform for interperformance during the internship, and further development. CO3: Cultivating a growth mindse challenges, learn from setbacks, an professional practice. Practical Written Assignment/Project Work 0% 0% Practical Practical Post Internship is organi reflection and review of whole, to facilitate theur effectiveness of various the internship. The tasks • Post Internship is organi reflections from setbacks of cooperating setbacks durit the student teacher	EDU 494 Post Internship Engagement with the L: T: P:1week 1 Core Course On the completion of the course, the stuken whedge and skills: CO1: Encouraging interns to reflect on the learnings, and assess their personal and protocols in the course during the internship, as well a and further development. CO3: Cultivating a growth mindset among challenges, learn from setbacks, and continue professional practice. Practical MSE Written Assignment/Project MSE Quiz Work 0% 0% Practical Seeking reactions from students the internship. The tasks include seeking reactions from students teachers of cooperating schools Institute. • Exhibition of the Teaching Lear the student teachers during the institute. Any other activity decided by th	EDU 494 Post Internship Engagement with the Field T L: T: P:1week 1 Core Course On the completion of the course, the student witknowledge and skills: CO1: Encouraging interns to reflect on their interns learnings, and assess their personal and professional CO2: Providing a platform for interns to receive corperformance during the internship, as well as guidar and further development. CO3: Cultivating a growth mindset among interns, challenges, learn from setbacks, and continuously st professional practice. Practical MSE MSP Quiz Work 0% 0% 0% 0% 0% 0% Practical • Post Internship is organized for a day m reflection and review of internship prog whole, to facilitate theunderstanding of effectiveness of various activities under the internship. The tasks include the foll • Post Internship is organized for a day m reflection and review of internship prog whole, to facilitate theunderstanding of effectiveness of various activities under the internship. The tasks include the foll • Seeking reactions from students, teacher teachers of cooperating schools and sup Institute. • Exhibition of the Teaching Learning Ma the student teachers during the internship. Any other activity decided by the Institt.	EDU 494 Post Internship Engagement with the Field Task L: T: P:1week 1 Core Course On the completion of the course, the student will gain to knowledge and skills: CO1: Encouraging interns to reflect on their internship explearnings, and assess their personal and professional growth CO2: Providing a platform for interns to receive constructiperformance during the internship, as well as guidance on an and further development. CO3: Cultivating a growth mindset among interns, encoura challenges, learn from setbacks, and continuously strive for professional practice. Practical Written Assignment/Project MSE MSP ESE Quiz Work 0% 0% 0% 0% Practical Estimation of the trenship is organized for a day mainly for reflection and review of internship programme whole, to facilitate theunderstanding of the effectiveness of various activities undertaken d the internship. The tasks include the following: • Seeking reactions from students, teachers, Heaat teachers of cooperating schools and supervisor institute. • Explicitate theachers during the internship. • Seeking reactions from students, teachers, Heaat teachers of cooperating schools and supervisor institute. • Se	EDU 494 Post Internship Engagement with the Field Task L: T: P: I week 1 Core Course On the completion of the course, the student will gain the follow knowledge and skills: CO1: Encouraging interns to reflect on their internship experience, i learnings, and assess their personal and professional growth. CO2: Providing a platform for interns to receive constructive feedba performance during the internship, as well as guidance on areas for ir and further development. CO3: Cultivating a growth mindset among interns, encouraging ther challenges, learn from setbacks, and continuously strive for improver professional practice. Practical Written Assignment/Project MSE MSP ESE ESP Quiz Work 0% 0% 0% O% O%	