

**RIMT UNIVERSITY MANDI GOBINDGARH  
PUNJAB**



**RIMT**  
**UNIVERSITY**

**Study Scheme & Syllabus**

**For**

**B.A.B.Ed**

**(FIRST to EIGHT Semesters)**

**Syllabi Applicable For Admissions in 2020 Onwards**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

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## **SECTION 1**

### **VISION & MISSION OF THE UNIVERSITY**

#### **VISION**

To become one of the most preferred learning places and a centre of excellence to promote and nurture future leaders who would facilitate the desired change in the society.

#### **MISSION**

- To impart teaching and learning through cutting-edge technologies supported by the world class infrastructure
- To empower and transform young minds into capable leaders and responsible citizens of India instilled with high ethical and moral values.
- To develop human potential to its fullest extent and make them emerge as world class leaders in their professions and enthuse them towards their social responsibilities.

## **SECTION 2**

### **VISION & MISSION OF THE DEPARTMENT**

#### **VISION**

To enable the teacher trainees discover their special talent and develop self confidence for better adjustment

To aspire teacher trainees to contribute in Nation building

To help them to become ethical, civic minded and committed leaders

To enable them to become catalysts in the never ending process of education.

#### **MISSION**

To enable teacher trainees to be exemplary teachers, leaders and models for the society who are caring, committed, competent, efficient and resilient teachers. The institution also instills in them confidence and will to serve the cause of teaching and humanity.



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### SECTION 3

#### ABOUT THE PROGRAM

The course is of four years duration. During the course of this programme, the student is required to study the subjects related to Arts/Science along with the subjects related to Education. The student gets training in pedagogical subjects and gets familiar with different aspects of teaching methodology.

### SECTION 4

#### Program Educational Objectives(PEOs)

#### Program Outcomes(POs) and

#### Program Specific Outcomes(PSOs)

#### PROGRAM EDUCATION OBJECTIVES

PEO1	Understand basic concepts and ideas of educational theory.
PEO2	Build understanding and perspective on the nature of the learner, diversity and learning.
PEO3	Analyze the structure of knowledge as reflected in disciplinary streams and subjects.
PEO4	Develop an understanding of the concept of assessment and its practices.

#### Program Outcomes(PO's)

PO 1	<b>Teaching competency:</b> Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
PO 2	<b>Pedagogical skills:</b> Applying teaching skills and dealing with classroom problems.



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<b>PO 3</b>	<b>Teaching Through Nonconventional Modes:</b> Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.
<b>PO 4</b>	<b>Critical Thinking:</b> Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
<b>PO 5</b>	<b>Effective Communication:</b> Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
<b>PO 6</b>	<b>Self-directed Learning:</b> Preparing scripts for seminars, lesson plans and online content.
<b>PO 7</b>	<b>Team Work:</b> Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.
<b>PO 8</b>	<b>Inclusive learning Environment:</b> Design and establish a conducive and inclusive learning environment for diverse learners.
<b>PO 9</b>	<b>Understand and examine different trends</b> and issues in assessment as well as the various methods of evaluation in teaching learning process.
<b>PO 10</b>	<b>Work respectfully and collaboratively</b> with colleagues and community to ensure quality instructional programs for schools.

### Program Specific Outcome

<b>PSO 1</b>	Enable to comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India, teaching-learning methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship.
<b>PSO 2</b>	Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administering psychological tools, ICT based Communication and teaching and lesson planning.
<b>PSO 3</b>	Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged



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## SECTION 5

### Curriculum / Scheme with Examination Grading Scheme

Induction Program	
<b>Duration</b>	1 weeks
<b>Frequency</b>	Induction program for students to be offered right at the first year
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Principal interaction with Students</li> <li>• Staff interaction with Student</li> <li>• Curriculum Introduction</li> <li>• Visit to University &amp; other departments</li> <li>• Cultural Program</li> </ul>

Sr.No	Name of School	Course	Branch	Batch onwards	Pass%	Minimum Requirement	Range (%)	Grade	Grade Point	Qualitative Meaning
1	School of Education	BA.B.Ed	Education	2019	40%	25%	≥90 & ≤100	O	10	Outstanding
							≥80 & <90	A+	9	Excellent
							≥70 & <80	A	8	Very Good
							≥60 & <70	B+	7	Good
							≥50 & <60	B	6	Above Average
							≥45 & <50	C	5	Average
							≥40 & <45	P	4	Pass
							<40	F	0	Fail
							Detained	F	0	Fail
							Absent	AB	0	Fail
	S/US	---	Satisfactory/ Unsatisfactory							



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Program Code : B.A.B.Ed  
 Department : School of Education  
 Year 2021-22 : I (Semester: I)

Teaching Scheme				Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)					
S.No	Subject Code	Course Title	Subject Area	Credits	L	T	P	Theory	Practical	CWA	LWA	MTE	ETE	Marks
1	BACS1102	Communication Skills (Compulsory)		4.0	3	1	0	3	0	20	-	20	60	100
2	BAPC1101	Punjabi Compulsory (Compulsory)		5.0	4	1	0	3	0	20	-	20	60	100
		<b>OR</b>												
3	BAHC1103	History and Culture of Punjab (Compulsory)		5.0	4	1	0	3	0	20	-	20	60	100
4	BAPL1104	Punjabi Elective (Elective)*		5.0	4	1	0	3	0	20		20	60	100
5	BAEL1105	English Elective (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
6	BASO1106	Sociology (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
7	BAHIS1107	History (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100



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8	BAPHE1108	Physical Education (Elective)*	4.0	3	1	0	3	0	20	-	20	60	100
9	BAPS1109	Political Science (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
10	BAC1110A	Calculus I (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
11	BAAL1110B	Algebra (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
12	BAEC1111	Economics (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
13	BACS(P)1112	Communication Skills (Practical) (Comp)	1.0	0	0	4	0	3	60	-	-	40	100
14	BAPHE(P)1113	Physical Education (Practical)	1.0	0	0	4	0	3	60	-	-	40	100
15	BAPSY1116	Psychology (Elective)*	4.0	3	1	0	3	0	10	-	10	60	80
16	BAPSY(P)1117	Psychology (Practical)	1.0	0	0	1	0	3	10	-	-	10	20
17	BADSS1118	Defense and Strategic Studies (Elective)*	4.0	3	1	0	3	0	10	-	10	60	80
18	BADSS(P)1119	Defense Strategic Studies (Practical)	1.0	0	0	1	0	3	10	-	-	10	20
19	BEDPHPE 1114	Philosophical Perspectives of Education(compulsory)	2.5	3	1	0	1.5	0	9		6	35	50
20	BEDPHPE 1115	Sociological Perspective of Education(compulsory)	2.5	3	1	0	1.5	0	9		6	35	50

1. CWA : Class Work Assessment
2. LWA : Lab Work Assessment
3. MTE : Mid Term Examination
4. ETE : End Term Examination

Total Credits = 25+5=30

\*There are eight elective subjects. Out of these, the students will study three subjects of their own choice.

**Program Code** : **B.A.B.Ed**  
**Department** : **School of Education**





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Year 2021-22 : I (Semester: II)

Teaching Scheme				Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)				
S. No	Subject Code	Course Title	Credits	L	T	P	Theory	Practical	CW A	LW A	MTE	ETE	Marks
1	BACS1202	Communication Skills (Compulsory)	4.0	3	1	0	3	0	20	-	20	60	100
2	BAPC1201	Punjabi Compulsory (Compulsory)	5.0	4	1	0	3	0	20	-	20	60	100
		<b>OR</b>											
3	BAHC1203	History and Culture of Punjab (Compulsory)	5.0	4	1	0	3	0	20	-	20	60	100
4	BAPL1204	Punjabi Elective (Elective)*	5.0	4	1	0	3	0	20		20	60	100
5	BAEL1205	English Elective (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
6	BASO1206	Sociology (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
7	BAHIS1207	History (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
8	BAPHE1208	Physical Education (Elective)*	4.0	3	1	0	3	0	20	-	20	60	100
9	BAPS1209	Political Science (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
10	BAC1210A	Calculus II (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
11	BAMAL1210B	Modern Algebra (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
12	BAEC1211	Economics (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
13	BACS(P)1212	Communication Skills (Practical) (Comp)	1.0	0	0	4	0	3	60	-	-	40	100



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14	BAPHE(P)1213	Physical Education (Practical) (Elective)	1.0	0	0	4	0	3	60	-	-	40	100
15	BAPSY1216	Psychology	4.0	3	1	0	3	0	20	-	20	60	100
16	BAPSY(P)1217	Psychology (Practical) (Elective)	1.0	0	0	1	0	3	60	-	-	40	100
17	BADSS1218	Defense and Strategic Studies (Elective)*	4.0	3	1	0	3	0	10	-	10	60	80
18	BADSS(P)1219	Defense and Strategic Studies (Practical)	1.0	0	0	1	0	3	10	-	-	10	20
19	BEDSM 1214	School Management	2.5	3	1	0	1.5	0	9		6	35	50
20	BEDULAL 1215	Understanding the Learner and Learning	2.5	3	1	0	1.5	0	9		6	35	50

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**Program Code** : **B.A.B.Ed**  
**Department** : **School of Education**  
**Year 2021-22** : **II (Semester: III)**

Teaching Scheme					Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)				
S. No	Subject Code	Course Title	Subject Area	Credits	L	T	P	Theory	Practical	CWA	LWA	MTE	ETE	Marks
1	BACS2302	Communication Skills (Compulsory)		4.0	3	1	0	3	0	20	-	20	60	100
2	BAPC2301	Punjabi Compulsory (Compulsory)		5.0	4	1	0	3	0	20	-	20	60	100
<b>OR</b>														
3	BAHC2303	History and Culture of Punjab (Compulsory)		5.0	4	1	0	3	0	20	-	20	60	100
4	BAPL2304	Punjabi Elective (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
5	BAEL2305	English Elective (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
6	BASO2306	Sociology (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
7	BAHIS2307	History (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
8	BAPHE2308	Physical Education (Elective)*		4.0	3	1	0	3	0	20	-	20	60	100
9	BAPS2309	Political Science (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
10	BADE2310A	Differential Equation (Elective)*		2.5	3	1	0	3	0	20	-	20	60	100
11	BALA2310B	Linear Algebra (Elective)*		2.5	3	1	0	3	0	20	-	20	60	100
12	BAEC2311	Economics (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
13	BACS(P)2312	Communication Skills (Practical) (Comp)		1.0	0	0	4	0	3	60	-	-	40	100
14	BAPHE(P)2313	Physical Education (Practical) (Elective)		1.0	0	0	4	0	3	60	-	-	40	100
15	BAPSY2316	Psychology		4.0	3	1	0	3	0	20	-	20	60	100
16	BAPSY(P)2317	Psychology (Practical) (Elective)		1.0	0	0	1	0	3	60	-	-	40	100
17	BADSS2318	Defense and Strategic Studies (Elective)*		4.0	3	1	0	3	0	10	-	10	60	80
18	BADSS(P)2319	Defense and Strategic Studies (Practical)		1.0	0	0	1	0	3	10	-	-	10	20



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BEDEPC 2314	Educational Policy and Contemporary issues in India	2.5	3	1	0	1.5	0	9	6	35	50
BEDKC 2315	Knowledge of Curriculum	2.5	3	1	0	1.5	0	9	6	35	50

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**Department** : **School of Education**  
**Year 2021-22** : **II (Semester: IV)**



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Teaching Scheme				Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)				
S. No	Subject Code	Course Title	Credits	L	T	P	Theory	Practical	CWA	LW A	MTE	ETE	Marks
1.	BACS2402	Communication Skills (Compulsory)	4.0	3	1	0	3	0	20	-	20	60	100
2.	BAPC2401	Punjabi Compulsory (Compulsory)	5.0	4	1	0	3	0	20	-	20	60	100
		<b>OR</b>											
3.	BAHC2403	History and Culture of Punjab (Compulsory)	5.0	4	1	0	3	0	20	-	20	60	100
4.	BAPL2404	Punjabi Elective (Elective)*	5.0	4	1	0	3	0	20		20	60	100
5.	BAEL2405	English Elective (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
6.	BASO2406	Sociology (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
7.	BAHIS2407	History (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
8.	BAPHE2408	Physical Education (Elective)*	4.0	3	1	0	3	0	20	-	20	60	100
9.	BAPS2409	Political Science (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
10.	BAVA2410A	Vector Analysis (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
11.	BADM2410B	Discrete Mathematics (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
12.	BAEC2411	Economics (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
13.	BACS(P)2412	Communication Skills (Practical) (Comp)	1.0	0	0	4	0	3	60	-	-	40	100
14.	BAPHE(P)2413	Physical Education (Practical) (Elective)	1.0	0	0	4	0	3	60	-	-	40	100
15.	BAPSY2416	Psychology	4.0	3	1	0	3	0	20	-	20	60	100
16.	BAPSY(P)2417	Psychology (Practical) (Elective)	1.0	0	0	1	0	3	60	-	-	40	100
17.	BADSS2418	Defense and Strategic Studies (Elective)*	4.0	3	1	0	3	0	10	-	10	60	80
18.	BADSS(P)2419	Defense Strategic Studies (Practical)	1.0	0	0	1	0	3	10	-	-	10	20



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19	BEDTAL 2414	Teaching for Academic Learning		2.5	3	1	0	1.5	0	9	6	35	50
20	BEDIE 2415	ICT in Education		2.5	3	1	0	1.5	0	9	6	35	50

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**Department** : **School of Education**  
**Year 2021-22** : **III (Semester: V)**

Teaching Scheme				Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)					
S. No	Subject Code	Course Title	Subject Area	Credits	L	T	P	Theory	Practical	CWA	LWA	MTE	ETE	Marks
1	BACS3502	Communication Skills (Compulsory)		4.0	3	1	0	3	0	20	-	20	60	100
2	BAPC3501	Punjabi Compulsory (Compulsory)		5.0	4	1	0	3	0	20	-	20	60	100
<b>OR</b>														
3	BAHC3503	History and Culture of Punjab (Compulsory)		5.0	4	1	0	3	0	20	-	20	60	100
4	BAPL3504	Punjabi Elective (Elective)*		5.0	4	1	0	3	0	20		20	60	100
5	BAEL3505	English Elective (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100
6	BASO3506	Sociology (Elective)*		5.0	4	1	0	3	0	20	-	20	60	100



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7	BAHIS3507	History (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
8	BAPHE3508	Physical Education (Elective)*	4.0	3	1	0	3	0	20	-	20	60	100
9	BAPS3509	Political Science (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
10	BAS3510A	Statics (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
11	BACV3510B	Calculus Variation (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
12	BAEC3511	Economics (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
13	BACS(P)3512	Communication Skills (Practical) (Comp)	1.0	0	0	4	0	3	60	-	-	40	100
14	BAPHE(P)3513	Physical Education (Practical) (Elective)	1.0	0	0	4	0	3	60	-	-	40	100
15	BAPSY3516	Psychology	4.0	3	1	0	3	0	20	-	20	60	100
16	BAPSY(P)3517	Psychology (Practical) (Elective)	1.0	0	0	1	0	3	60	-	-	40	100
17	BADSS3518	Defense and Strategic Studies (Elective)*	4.0	3	1	0	3	0	10	-	10	60	80
18	BADSS(P)3519	Defense Strategic Studies (Practical)	1.0	0	0	1	0	3	10	-	-	10	20
19	3514-3524	School Internship Subject-I	2.5	3	1	0	1.5	0	9		6	35	50
20		School Internship Subject-II	2.5	3	1	0	1.5	0	9		6	35	50

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2. LWA : Lab Work Assessment
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4. ETE : End Term Examination      \*There are eight elective subjects. Out of these, the students will study three subjects of their own choice

**Program Code : B.A.B.Ed**



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**Department : School of Education**

**Year 2021-22 : III (Semester: VI)**

Teaching Scheme				Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)				
S. No	Subject Code	Course Title	Credits	L	T	P	Theory	Practical	CWA	LWA	MTE	ETE	Marks
1	BACS3602	Communication Skills (Compulsory)	4.0	3	1	0	3	0	20	-	20	60	100
2	BAPC3601	Punjabi Compulsory (Compulsory)	5.0	4	1	0	3	0	20	-	20	60	100
		<b>OR</b>											
3	BAHC3603	History and Culture of Punjab (Compulsory)	5.0	4	1	0	3	0	20	-	20	60	100
4	BAPL3604	Punjabi Elective (Elective)*	5.0	4	1	0	3	0	20		20	60	100
5	BAEL3605	English Elective (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
6	BASO3606	Sociology (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
7	BAHIS3607	History (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
8	BAPHE3608	Physical Education (Elective)*	4.0	3	1	0	3	0	20	-	20	60	100
9	BAPS3609	Political Science (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
10	BAD3610A	Dynamics (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
11	BANM3610B	Numerical Methods (Elective)*	2.5	3	1	0	3	0	20	-	20	60	100
12	BAEC3611	Economics (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
13	BACS(P)3612	Communication Skills (Practical) (Comp)	1.0	0	0	4	0	3	60	-	-	40	100
14	BAPHE(P)3613	Physical Education (Practical) (Elective)	1.0	0	0	4	0	3	60	-	-	40	100
15	BAPSY3616	Psychology	4.0	3	1	0	3	0	20	-	20	60	100
16	BAPSY(P)3617	Psychology (Practical) (Elective)	1.0	0	0	1	0	3	60	-	-	40	100
17	BADSS3618	Defense and Strategic Studies (Elective)*	4.0	3	1	0	3	0	10	-	10	60	80





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

18	BADSS(P)3619	Defense and Strategic Studies (Practical)	1.0	0	0	1	0	3	10	-	-	10	20
19		School Internship Subject-I	2.5	3	1	0	1.5	0	9		6	35	50
20	3614-3624	School Internship Subject-II	2.5	3	1	0	1.5	0	9		6	35	50

1. CWA : Class Work Assessment      Total Credits = 25+5=30
2. LWA : Lab Work Assessment
3. MTE : Mid Term Examination
4. ETE : End Term Examination

\*There are eight elective subjects. Out of these, the students will study three subjects of their own choice.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>Seventh Semester Scheme</b>							
Course Code	Course Type	Course Name	L	T	P	S	C
	<b>Integrated</b>	School Internship Subject-I	0	0	2	0	2
		School Internship Subject-II	0	0	2	0	2
		<b>Total (Internship)</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
BEDWC 4730		Engagement with Community(Experience for social & Environmental Sensitivity)	0	0	1	0	1
		<b>Total (Programme core)</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
		<b>Total (Seventh Sem)</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>
BEDTE-4714		Teaching of English					
BEDTP-4715		Teaching of Punjabi					
BEDTH-4716		Teaching of Hindi					
BEDTS-4717		Teaching of Science					
BEDTM-4718		Teaching of Mathematics					
BEDTC-4719		Teaching of commerce					
BEDTE-4720		Teaching of Economics					
BEDTSS-4721		Teaching of Social Studies					
BEDTH-4722		Teaching of History					
BEDTPS-4723		Teaching of Political Science					
BEDTFA-4724		Teaching of Fine Arts					
BEDTM-4725		Teaching of Music					
BEDTPE-4726		Teaching of Physical Education					
BEDTCS-4727		Teaching of Computer Science					
BEDTHS-4728		Teaching of Home Science					
BEDTS-4729		Teaching of Sociology					
BEDWC 4730		Engagement with Community(Experience for social & Environmental Sensitivity)					
		<b>Eighth Semester Scheme</b>					
Course Code	Course Type	Course Name	L	T	P	S	C
BEDLA-4801	<b>Integrated</b>	Learning Assessment	4	1	0	0	5
BEDISE-4802		Inclusion School and Education	2	0	0	0	2
BEDSSG-4803		School, Society and Gender	2	0	0	0	2
BEDUS-4804		Understanding the Self	2	0	0	0	2
BEDTRR-4805		Texts; Reading and Reflecting	2	0	0	0	2
BEDLPL-4806		Language Proficiency and Learner	2	0	0	0	2
BEDHP-4807		Health and Physical Education	1	0	1	0	2
		<b>Total (Programme core)</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>17</b>
		<b>Opt. any two subjects:-</b>					
		<b>Total (Programme Elective)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
BEDEE-4808		Environmental Issues and Awareness through Education	2	0	0	0	2
BEDGC-4809		Guidance and Counselling	2	0	0	0	2
BEDET-4810		Educational Technology	2	0	0	0	2



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

BEDTE-4811		Teacher Education	2	0	0	0	2
BEDSE-4812		Special Education	2	0	0	0	2
		<b>Total (Eighth Sem)</b>	<b>19</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>21</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

# RIMT University

School of Education

Class: B.A, B.A (Hons)B.A B.Ed (Semester I)

Subject: Communication skills/ BACS-1102

L	T	P
4	1	2

### Marks detail -

External Marks (Th.) : 60

Internal Marks(Th.) : 40

Total : 100

External Marks (Pr.) : 40

Internal Marks(Pr.) : 60

Total : 100

Time: 3 hours

### Course Objectives:

- To sensitize students to the major issues in the society and the world.
- To provide the students with an ability to build and enrich their communication skills.
- To equip students to utilize the digital knowledge resources effectively for their chosen fields of study
- To help them think and write imaginatively and critically

### Course Outcomes

- Students will be able to develop communicative competence
- They will be able to develop English writing and speaking Skills
- Students will understand the process and nature of communication.
- They will understand the barriers to communication and learn to remove them



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **UNIT 1:**

1. Communication: Introduction to Communication, Need for Effective Communication,
2. The Process of Communication: Levels of communication; Flow of communication; Use of language in communication; Communication networks; Significance of technical communication
3. Types of Communication: Formal and Informal Communication, Verbal and Non-Verbal Communication.
4. Barriers to Communication: Intrapersonal and Interpersonal Barriers. Semantic Barriers, Physical Barriers, Psychological Barriers, and Organizational Barriers

### **UNIT II: Grammar**

Part of speech: Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Interjections and Conjunctions, The use of modal verbs, Phrase, Clause, Sentence, and Vocabulary & Usage: Word Building, Same Words used in different parts of Speech: Noun and Verbs, Adjectives and Adverbs

### **UNIT III: Practical**

#### **Interview Skills:**

Types of Interviews; ensuring success in job interviews; appropriate use of non-verbal communication during the interviews

#### **Group Discussion- I**

Introduction to the group discussion, Dos and don'ts of it, personality traits during group discussion, Differences between group discussion and debate; Ensuring success in group discussions.

#### **Presentation Skills:**

Oral presentation and public speaking skills; business presentations

### **REFERENCE BOOKS**

1. Rizvi, Ashraf. *Effective Technical Communication*, McGraw Hill, New Delhi. 2005
2. Raman, Meenakshi and Sangeeta Sharma,. *Technical Communication: Principles and Practice*, 2<sup>nd</sup> Edition. New Delhi: Oxford University Press. 2011
3. Tyagi, Kavita& Padma Misra. *Basic Technical Communication*, PHI, New Delhi. 2011
4. Lewis, Norman. *Word Power Made Easy*, W.R Goyal Pub. & Distributors.1995
5. Ford A, Ruther. *Basic Communication Skills*; Pearson Education, New Delhi.2013
6. Aslam, Mohammad. *Introduction of English Phonetics and Phonology* Cambridge.2003



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

7. Kameswari, Y. *Successful Career Soft Skills and Business English*, BS Publications, Hyderabad.2010
8. *English Pronouncing Dictionary*, Cambridge.2012
9. *The Oxford Guide to Writing and Speaking*. OUP, Delhi.2011
10. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. *Business Communication Today: Seventh Edition*. Delhi: Pearson Education, 2004.
11. Lesikar, Raymond V and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.

## **RIMT University**

**School of Humanities**

**Class: B.A, B.A (Hons) B.A B.Ed (Semester II)**

**Subject: Communication skills/ BACS-1202**

L	T	P
4	1	2

### **Marks detail -**

**External Marks (Th.) : 60**

**Internal Marks(Th.) : 40**

**Total : 100**

**External Marks (Pr.) : 40**

**Internal Marks(Pr.) : 60**

**Total : 100**

**Time: 3**

### **Course objectives**

- To broaden their outlook and sensibility and acquaint them with cultural diversity and divergence in perspectives.



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- Equip them with basic knowledge to pursue careers in publishing, cinema, theatre, journalism, education and advertising
- Identify the basic principles of communication

### **Course Outcomes**

- Students will be able to develop and Expand Writing Skills through Controlled and Guided Activities
- Students will understand the process and nature of communication.
- They will understand the barriers to effective communication and learn to remove them.
- Students will be able to differentiate between formal and Informal Communication

•

### **UNIT I**

#### **A COLLECTION OF SHORT STORIES**

- |                  |                      |
|------------------|----------------------|
| 1. R.K. Narayan: | An Astrologer's Day  |
| 2. O' Henry:     | The Gift Of The Magi |
| 3. Leo Tolstoy:  | Three Questions      |
| 4. R. N. Tagore: | The Home-Coming      |

### **UNIT II**

Speaking Skills: Speaking and conversational speaking: Components of spoken English. Types of Speaking, Methods for Improving Speaking Skills, Asking and providing information on general topics and politeness



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**Listening Skills:** Importance and Objective of Listening Skills, Process of Listening, Listening and Hearing, Types of Listening, Methods for Improving Listening Skills. **Listening Comprehension:** Identifying General and Specific Information.

**Reading Skills:** Importance of Reading Skills, Types of Reading Skills, Methods of Improving Reading Skills, **Vocabulary Building:** Antonyms, Synonyms, Homophones, Homonyms, and One-Word Substitution, Etymology and roots.

**Writing Skills:** Importance of Writing Skills, Types of Writing Skills, Methods for Improving Writing Skills, Writing Expository, Argumentative and Deductive Order etc. **Précis Writing,** Basic Letter Writing: Format and Style of Formal Letters

### **UNIT III**

#### **Practice**

- 1 Developing Negotiating skills
- 2 Telephone Etiquette: Making an appointment, answering Calls
- 3 Public Speaking
- 4 Group Discussion- 2
- 5 Anchoring Skills

#### **Suggested reading:**

1. Rizvi, Ashraf. *Effective Technical Communication*, McGraw Hill, New Delhi. 2005
2. Raman, Meenakshi and Sangeeta Sharma,. *Technical Communication: Principles and Practice*, 2<sup>nd</sup> Edition. New Delhi: Oxford University Press. 2011
3. Tyagi, Kavita& Padma Misra. *Basic Technical Communication*, PHI, New Delhi. 2011
4. Lewis, Norman. *Word Power Made Easy*, W.R Goyal Pub. & Distributors.1995
5. Ford A, Ruther. *Basic Communication Skills*; Pearson Education, New Delhi.2013
6. Aslam, Mohammad. *Introduction of English Phonetics and Phonology* Cambridge.2003





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

7. Kameswari, Y. *Successful Career Soft Skills and Business English*, BS Publications, Hyderabad.2010

## **RIMT University**

**School of Humanities**

**Class: B.A, B.A (Hons) B.A B.Ed (Semester III)**

**Subject: Communication skills/ BACS-2302**

L	T	P
4	1	2

### **Marks detail -**

**External Marks (Th.) : 60**

**Internal Marks(Th.) : 40**

**Total : 100**

**External Marks (Pr.) : 40**

**Internal Marks(Pr.) : 60**

**Total : 100**

**Time: 3**

**Course Objectives-** - The course is intended to familiarize students with the basics of English language and help them to learn to identify language structures for correct English usage

### **Course Outcomes**

- Students will be able to develop Coherence, Cohesion and Competence in Oral Discourse through Intelligible Pronunciation.
- The students should be able to apply Verbal and Non-Verbal Communication Techniques in the Professional Environment
- The students should be able to write correctly and properly
- The students will be able to evolve various Soft skills, among students through debates, group discussions etc so that will help them to be globally acknowledged



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## Unit: I

Text

Representative essays from Indian writings in English and linguistic analyses

- |                       |                                |
|-----------------------|--------------------------------|
| 1. Dr.Radha Krishnan  | Clean advocate of great ideals |
| 2. R.K.Narayan:       | Crime and Punishment           |
| 3. M.K.Gandhi:        | Spiritual Training             |
| 4. Jawahar Lal Nehru: | Homage to Gandhi               |

## Unit II

**Applied grammar**, use of tenses, synthesis and transformation of sentences, use of infinitive, gerund, participle, conditional sentences, right use of words, use of synonyms, antonyms, homonyms, homophones, acronyms, verb, ( tenses ), non-finite verbs ( gerunds, participles & infinitives), prefixes & suffixes, preposition & adverbial particles, figures of speech.

## Unit: III

### Section (A) Language Sensitivity

Dimensions and importance of EQ, Interpersonal communication skills - Life Position, and Transactional Analysis, Johari Window: Role of Feedback and Disclosure in Communication; Accepting Criticism, Cross Cultural Communication, Attitude, Perception, Personality Attributes and Communication: Self Esteem, Self-Monitoring, Impression Management, Conflict and Negotiation

### Section (B) Practical

**Conversation in the given situation:** in a post office, at a restaurant, at a metro station

At the Bank, The Police Station, Travelling in a train, In a Seminar, At a Official Party, At the travel agency , Waiting for the interview etc.

## REFERENCE BOOKS



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

1. *The Essence of Effective Communication*, Ludlow and Panthon; Prentice Hall of India
2. Rizvi, Ashraf. *Effective Technical Communication*, McGraw Hill, New Delhi. 2005
3. Raman, Meenakshi and Sangeeta Sharma,. *Technical Communication: Principles and Practice*, 2<sup>nd</sup> Edition. New Delhi: Oxford University Press. 2011
4. Tyagi, Kavita& Padma Misra. *Basic Technical Communication*, PHI, New Delhi. 2011
5. Ford A, Ruther. *Basic Communication Skills*; Pearson Education, New Delhi.2013
6. Aslam, Mohammad. *Introduction of English Phonetics and Phonology* Cambridge.2003
7. *English Pronouncing Dictionary*, Cambridge.2012

## RIMT University

### School of Humanities

**Class: B.A, B.A(Hons) B.A B.Ed (Semester IV)**

**Subject: Communication skills/ BACS-2402**

L	T	P
4	1	2

#### Marks detail -

**External Marks (Th.) : 60**

**Internal Marks(Th.) : 40**

**Total : 100**

**External Marks (Pr.) : 40**

**Internal Marks(Pr.) : 60**

**Total : 100**

**Time: 3**

#### Course Objectives

- To develop non-verbal and verbal Business communication skills
- To equip learners with high professional expertise in Business communication
- To enable learners to meet their professional needs like effective Business management and interpersonal skills.
- Understand the basic concepts of business communication

#### Course Outcomes



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

• Student will be able to write impressive official correspondence and also learn to make and give effective presentations in a professional conditions

• Students will be able to communicate fluently and sustain comprehension of an extended discourse

They will be able to communicate contextually in specific personal and professional situations with courtesy.

They will be able to develop learning to construct and deliver messages that incorporate the appropriate use of organizing content, language, vocabulary, kinesics, eye contact, appearance, visual aids, and time constraints

## **UNIT I: TEXT**

**The following essays are prescribed as specimen of prose for detailed study**

Work and Play:	Herbert Read
The Laws of Nature:	J.B.S. Haldane
Individuals and Masses:	Aldous Huxley
Children at Play:	Rumer Godden
Symptoms:	Jerome k. Jerome
How to avoid foolish opinions:	Bertrand Russell

## **UNIT II: Technical Communication**

1. Characteristic of Technical Communication, and Elements of Style.
2. Process of Preparing a Technical Document.
3. Elements and Features of Scientific Articles.
4. Communication, E- mail, E- tools and Encyclopedia.
5. Business Correspondence – Principles, Features, Types, Format and Layout of Business Letter.



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6. Inter Office Correspondence – Letters of Enquiry, Quotation, Order, Sales, and Complaint.
7. Intra Office Correspondence: Notice, Agenda, Minutes, and Memorandum.
8. Job Application Letter.

### **UNIT III**

#### **Section (A) Grammar and Practice**

1. Sentences: Simple, Compound and Complex
2. Punctuation and the use of Capital letters.
3. Word Parts: Roots, Prefixes and Suffixes.
4. Correct usage of commonly used words and phrases.
5. Preparing a Draft
6. Error Corrections in Sentences
7. Idioms
8. Conjunctions

#### **Section (B) Practice:**

- Employability Skills
- Presentation Skills
- Basic Table Manners
- Life Skills
- Movie Review
- Book Review
- Anchoring Skills
- Communicative functions of email/ letters (e.g. negative messages, goodwill messages, making enquiries replies to enquiries, etc)



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Course Outcomes**

- Communication helps help build trust, strengthen your professional relationships, boosts teamwork, develop a sense of belongingness, and help you to become more productive.
- Communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between.
- communication enables students to assimilate more from the learning process by empowering them to ask relevant questions and discuss doubts
- Communicate fluently and to reach across boundaries of personal and cultural differences

### **REFERENCE BOOKS**

1. Developing Communication Skills by Krishna Mohan and Meera Banerji; MacMillan India Ltd., Delhi
2. Raman, Meenakshi and Sangeeta Sharma,. *Technical Communication: Principles and Practice*, 2<sup>nd</sup> Edition. New Delhi: Oxford University Press. 2011
3. Tyagi, Kavita& Padma Misra. *Basic Technical Communication*, PHI, New Delhi. 2011
4. *Business Correspondence and Report Writing* by RC Sharma and Krishna Mohan; Tata McGraw Hill Publishing Company Ltd. New Delhi
5. Aslam, Mohammad. *Introduction of English Phonetics and Phonology* Cambridge.2003
6. Daniel Jones. *English Pronouncing Dictionary*, Cambridge.2012
7. Wilfred D Best. *The Students Companion*. Oxford University Press. 2001



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## **RIMT University**

### **School of Humanities**

**Class: B.A, B.A (Hons) B.A B.Ed (Semester V)**

**Subject: Communication skills/ BACS-3502**

L	T	P
4	1	2

#### **Marks detail -**

**External Marks (Th.) : 60**

**Internal Marks(Th.) : 40**

**Total : 100**

**External Marks (Pr.) : 40**

**Internal Marks(Pr.) : 60**

**Total : 100**

**Time: 3**

#### **Course Objectives**

- English language in everyday situations and business transactions
- fluently and to reach across boundaries of personal and cultural differences

Employ the

Communicate

#### **Course Outcomes**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

- Students will be able to understand Social Responsibility through the drama *All My Sons*.
- They will be able to understand the features of polite, impolite and banal communication
- They will be able to choose an appropriate form for efficient communication.
- They will be able to use a single form for a number of different functions;

### **Unit-I: Text**

1. *All My Sons* by Arthur Miller. Edited by Nissim Ezekiel. Oxford University Press, New Delhi, 1972. 33rd impression, 2005.

### **BOOKS PRESCRIBED**

2. Selected College Poems (Orient Longman). Edited by Ambika Sengupta. The following poems from this book are prescribed:

(i) All the World's a Stage

(ii) Ode to the West Wind

(iii) La Belle Dame Sans Merci

(iv) My Last Duchess

(v) Nightingales

(vi) Kingfisher

(vii) The Road not Taken

(viii) Night of the Scorpion

### **Unit-II**

**Language:** language, Language as a medium of communication, Language Families, Characteristics of Old English, Middle English, Modern English, Borrowings In English Language and Society. Important





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Terms related to Language: Dialect, Register, Idiolect, Langue, and Parole. Consulting a dictionary for pronunciation, exercise with audio aids, Ear training,

### **Unit-III (Practical)**

1. Scene Enactment in group based on the given situation from prescribed plays
2. Role Play on the given situation
3. Know your playwright (Ten sentences to be spoken on any one of the playwright)
4. Soft Skills for Leadership and Team Management: Qualities of a Good Leader: Leadership Styles, Decision Making, Intrapersonal skills, Interpersonal skills, Problem solving, Critical thinking, Negotiation skills

## **Suggested Readings**

1. *Composition & Writing Skills* (Orient BlackSwan 2016)
2. *Essentials of Business Communication* by Pal and Roruailling; Sultan Chand and Sons
3. *The Essence of Effective Communication*, Ludlow and Panthon; Prentice Hall of India
4. *New Design English Grammar, Reading and Writing Skills* by Al Kohli (Course A and Course B), Kohli Publishers, 34 Industrial Area Phase –II, Chandigarh

**RIMT University**  
**School of Humanities**  
**Class: B.A, B.A (HONS) B.A B.Ed (Semester VI)**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Subject: Communication skills/ BACS-3602**

L	T	P
4	1	2

**Marks detail -**

**External Marks (Th.) : 60**

**Internal Marks(Th.) : 40**

**Total : 100**

**External Marks (Pr.) : 40**

**Internal Marks(Pr.) : 60**

**Total : 100**

**Objective and outcome of course:**

Communication skills enables us to not only reduce preventable losses, but also to maximize business opportunities, client satisfaction, and employee retention—increasing your organization's bottom line results on all fronts. At the end of this course, the students will be able to Communicate fluently and develop all the four skills in communication namely listening, speaking, reading and writing.

**Course Outcomes**

- Students will be able to understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., interpersonal, intrapersonal, small group, organizational etc.
- Students will be able to differentiate between consonants and vowels.
- They will be able to understand the relation between language and literature
- They will be able to learn different uses of language through drama.
- They will be able to understand Understand how sounds are produced, how they are transmitted, and how they are perceived

Communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between.

- communication enables students to assimilate more from the learning process by empowering them to ask relevant questions and discuss doubts



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Time: 3 Hrs.**

**Unit I: Text**

George Barnard Shaw: 'Arms and the Man'

Mulk Raj Anand: 'untouchables'

**Unit-II**

**(Technical Writing)**

1. Essay Writing: Testing the Skill of Developing an Idea
2. Letter Writing: Formal and informal letters
3. Journalistic Writing: Report, Editorial, Observations
4. C.V. Writing:

**Unit-III**

**Section (A) An Introduction to Phonetics**

The organs of speech, air stream mechanism, phoneme, allophone, Phonetic symbols: Vowels, Consonants. Syllable, Consonant clusters in English Word stress, Accent and rhythm in connected speeches or the sentence stress. Plosive, fricative, affricate, nasal, nasalized, continuants, approximants, assimilation, dissimilation, phonetic possibilities, tone group, phonetic transcription, morphology and syntax: morphemes & allomorphs, process of word formation, structure of noun phrase & verb-phrase

**Section (B)**

- Dressing Sense
- Mass Communication
- Essentials of good Speech
- Role of Social Media in Business



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

- Skills for a Fashion Designer
- How to improve verbal communication
- Writing Business Report

## Recommended Readings:

12. Rizvi, Ashraf. *Effective Technical Communication*, McGraw Hill, New Delhi. 2005
13. Raman, Meenakshi and Sangeeta Sharma,. *Technical Communication: Principles and Practice*, 2<sup>nd</sup> Edition. New Delhi: Oxford University Press. 2011
14. Tyagi, Kavita& Padma Misra. *Basic Technical Communication*, PHI, New Delhi. 2011
15. Lewis, Norman. *Word Power Made Easy*, W.R Goyal Pub. & Distributors.1995
16. Ford A, Ruther. *Basic Communication Skills*; Pearson Education, New Delhi.2013
17. Aslam, Mohammad. *Introduction of English Phonetics and Phonology* Cambridge.2003
18. Kameswari, Y. *Successful Career Soft Skills and Business English*, BS Publications, Hyderabad.2010
19. *English Pronouncing Dictionary*, Cambridge.2012

**PROGRAMME:BA**

**SUBJECT TITLE : Punjabi Compulsory**

**SUBJECT CODE : BAPC- 1101**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER : I**

**CONTACT HOURS/WEEK : 47**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam : 3 Hrs**

**Objective and outcome of course:**

fJ; g/go ftu nkX[fBe gzikph eftsk ftu tZy tZy ethnK tZb ouhnK  
 eftsktK dk ;zgH ehsk ekft ;zrqfj dk nfXn?B eokfJnk ikt/rk fJ; d/ Bkb  
 jh gzikph ftnkeoB d/ f;XksK pko/ ikDekoh d/Dk fJ; g/go dk w[Zy T[d/P  
 jt/rk .

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
UNIT-I	(T) ekft ;[w/b g[;se ftu gq;zr ;fjs ftnkfynk (n) eftsk dk ;ko s/ ftPk t;s{	17
UNIT-II	(T) b/y ouBK (500 PpdK ftu) ubzs w;fhnK pko/	15
UNIT-III	(n) ftnkeoB f;Xks s/ ftjko , gzikph X[Bh ftT[s ,;to , ftnziB , T[ukoB nzs , T[ukoB ;EkB	15

**CO1.**ਇਸ ਕੋਰਸ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੀਆਂ ਬਾਰੀਕੀਆਂ ਨਾਲ ਲੈਸ ਕਰਨਾ ਹੈ

**CO2.**ਜਿਸ ਵਿੱਚ ਵਿਆਕਰਣ ਵਿੱਚ ਮੁਹਾਰਤ ਅਤੇ ਬੋਲਣ ਅਤੇ ਲਿਖਣ ਵਿੱਚ ਇਸਦੀ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਵਰਤੋਂ ਸ਼ਾਮਲ ਹੈ।

**CO3.**ਇਸ ਨੂੰ ਅੱਗੇ ਭਾਰਤੀ ਸਮਾਜ ਅਤੇ ਵਿਸ਼ਵ ਪੱਧਰ 'ਤੇ ਪੰਜਾਬੀ ਲਈ। ਇਹ ਉਹਨਾਂ ਦੇ ਸਮੁੱਚੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਨੂੰ ਵੀ ਵਿਕਸਤ ਕਰਦਾ ਹੈ



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Recommended Books:**

- 1) ekft ;[w/b ( ;zgh) vkH eowih f;zx , gpbhe/PB fpT{o, gzikp :{Bhtof;Nh uzvhrV
- 2) pbd/t f;Zx uhwk, gzikph GkPk ftfrnkB ns/ ftnkeoB(seBheh) Ppdktbh dk ftPk e'P, gzikph :{Bhtof;Nh gfNnkbk
- 3) joehos f;zx, GkPk ftfrnkB ns/ gzikph GkPk, pkjoh gpfb;oi fdZbh 1973
- 4) ;[yftzdo f;zx ;zzxk, gzikph GkPk ftfrnkB , gzikph GkPk nekdwH ibzXo
- 5) vk p{Nk f;zx pokV, gzikph ftnkeoB f;Xks ns/ ftjko , u/sBk gqekPB b[fXnkDk
- 6) gq/w gqekP f;zx , f;Xkse GkPk ftfrnkB , wdkB gpfb;oi gfNnkbk 2002

**PROGRAMME:BA**

**SUBJECT TITLE : Punjabi Compulsory**

**SUBJECT CODE : BAPC-1201**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER : II**

**CONTACT HOURS/WEEK:47**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

fJ; g/go okjh tkose ftt/e g[;se ftu tZy tZy fBpzXK dk nfXn?B eotkfJnk ikt/rk fJ; d/ Bkb ftfdnkoEhnK B{z fuZmh gZso fi; ftu dcoH ns/ fBih fuZmh fbyD dhNk tZy tZy ftXhnK pko/ IkDekoh fdsh ikt/rh ns/ Bkb GkPk d/ Ne;kbh o{g pko/ GkPk dk nfXn?B eokfJnk ikt/rk .

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	(T) tkose ftt/e g[;se ftu fe;/ fJe dk ftPk , ;ko, b/ye dk : 'rdkB Ik fBpzX ebk pko/ gqPB	<b>13</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-II</b>	fuZmh gZso fBih ns/ d soh	<b>13</b>
<b>UNIT-III</b>	GkPk tzBrhnK GkPk dk Ne;kbh o{g , GkPk s/ T[gGkPk ftu nzso ns/ gzikph dhnK T[g GkPktk d/ gSkD fuzB	<b>13</b>
<b>UNIT-IV</b>	X[Bh s/ X[Bh rqkw X[Bh dh gfoGkPk, yzvh s/ nyzvh X[Bhnk Bkb ;z\g ikD gSkD	<b>8</b>

**CO1.** ਇਹ ਵਿਸ਼ਾ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮੁੱਖ ਲੇਖਕਾਂ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਬਾਰੇ ਗਿਆਨ ਦਾ ਵਿਸਥਾਰ ਕਰਦਾ ਹੈ

**CO2.** ਪੰਜਾਬੀ ਸਾਹਿਤ, ਇਹ ਉਹਨਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਖੇਤਰਾਂ ਵਿੱਚ ਵਧੀਆ ਲਿਖਤੀ ਰਚਨਾਵਾਂ ਲਿਖਣ ਲਈ ਤਿਆਰ ਕਰਦਾ ਹੈ

**CO3.** ਸਾਹਿਤਕ ਉਪਕਰਨਾਂ ਦੀ ਵਰਤੋਂ ਦੇ ਨਾਲ-ਨਾਲ ਸਾਹਿਤ। ਇਹ ਉਹਨਾਂ ਨੂੰ ਪੋਸਟ ਗ੍ਰੈਜੂਏਟ ਪ੍ਰੋਗਰਾਮਾਂ ਲਈ ਵੀ ਤਿਆਰ ਕਰਦਾ

**Recommended Books:**

- 1) tkose ftt/e , ;zgak vk ofizdo gkb f;zx pokV, gzikph :{Bhtof;Nh gfNnkbk
- 2) gq/w gqekP f;zx, gzikph GkPk dk ;qs s/ pDso, gzikph :{Bhtof;Nh gfNnkbk
- 3) yi gfsqek (fBpzX nze) gzikph :{Bhtof;Nh gfNnkbk



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- 4) vk p{Nk f;zx pokV, gzikph ftnkeoB f;Xks ns/ ftjko , u/sBk gqekPB b[fXnkDk
- 5) pbd/t f;zx uhwk, gzikph GkPk ftfrnkB ns/ ftnkeoB(seBheh) Ppdktbh dk ftPk e'P, gzikph :{Bhtof;Nh gfNnkbk
- 6) ;lyftzdo f;zx ;zzxk, gzikph GkPk ftfrnkB , gzikph GkPk nekdwH ibzXo.
- 7) gq/w gqekP , gzikph GkPk dk ;qs s/ pDso, gzikph :{Bhtof;Nh gfNnkbk .

**PROGRAMME:BA**

**SUBJECT TITLE: Punjabi Compulsory**

**SUBJECT CODE: BAPC-2301**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: III**

**CONTACT HOURS/WEEK:47**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

fJ; g/go ftu gzi nkp g[;se brkJh rJh j? fi; ftu tZy tZy fBpzXK pko/ ikDekoh fdsh Ikt/rh fi; Bkb ftfdnkoEh beXkok pko/ IkDekoh gqkgs eoBr/ . fJ; s fJbktk dvsoh , tgkoe , ;wkfie ns/ ;ZfGnkukoe ftfPnk pko/ fumh gZso fbyDK ns/ ftnkeoB dk frnkB d/Dk fJ; g/go dk T[d/P jt/rk .

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	(T) gzi nkp g[;se ftu fe;/ fJe fBpzX dk ftPk dZ; e/ ;ko fb\Dk	<b>13</b>
<b>UNIT-II</b>	fBpzXK dh g[;se ftu nkJ/ ;fGnkukoe ;zebgK (fJ;N , n\kD , berhs, ftok;sh \vk , ftPtkP, beXkok ,w/b/, fsT[jko )	<b>13</b>
<b>UNIT-III</b>	(d soh, tgkoe , ;wkie , ;fGnkukoe w;fbnK pko/ ) gzikph GkPk ns/ ftnkeoB gzikph GkPk dk iBw s/ ftek;	<b>13</b>
<b>UNIT-IV</b>	Ppd s/ Ppd ouBK gfoGkPk s/ torhreoB GktzP H pzd s/ \[Zb/ GktzP	<b>8</b>

**C01.** ਕੋਰਸ ਦਾ ਉਦੇਸ਼ ਵੱਖ-ਵੱਖ ਪੀਰੀਅਡਾਂ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਗਿਆਨ ਨੂੰ ਵਧਾਉਣਾ ਹੈ

**C02..** ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਮੂਲ ਭਾਸ਼ਾ ਨੂੰ ਬਹੁਤ ਵਧੀਆ ਤਰੀਕੇ ਨਾਲ ਜਾਣਦਾ ਅਤੇ ਸਮਝਦਾ ਹੈ।

**C03.** ਵਿਦਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਪੇਚੀਦਗੀਆਂ ਦਾ ਗਿਆਨ ਅਤੇ ਸਮਝ ਪ੍ਰਾਪਤ ਕਰਦਾ ਹੈ

**Recommended Books:**

1) vkH osB f;zx iZrh, ;kfjs d/ o{g , gpbhe/PB fpT{o, gzikph :{Bhtof;Nh gfNnkbk



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2 ) gzi nkp (;zgkH) gq G[fgzdo f;zx \fjok, gpbhe/PB, fpT{o, gzikph :{Bhtof;Nh gfNnkbk

3) joehos f;zx, ekbi gzikph ftnkeoD, gzikp ;N/N :{Bh, N?e;N p[Ze pov, uzvhrV

4) vkH i'frzdo f;zx g[nko, gzikph GkPk dk ftnkeoD -1 gzikph GkPk nekdwH ibzXo

5) vkH p{Nk f;zx pokV, gzikph GkPk ;qs s/ ;o{g, tkfo; Pkj |kT[v/PB nzfwqs;o

6) \ 'i gfsqek, (gzikph ;ZfGnkuko ftP/P nze) gzikph :{Bhtof;Nh gfNnkbk

**PROGRAMME:BA**

**SUBJECT TITLE: Punjabi Compulsory**

**SUBJECT CODE: BAPC-2301**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: IV**

**CONTACT HOURS/WEEK : 47**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

fJ; g/go ftu fJeKrh dh ftXk pko/ ikDekoh fdsh ikt/rh ns/ Bkb jh BkNe dk ftPkrs nfXn?B eokfJnk ikt/rk.nzro/ih s' gzikph ftu nB[tkd eokfJnk ikt/rk.ftfdnkoEhnK B{z gzikph dhnk T[gGkPktK s' ikD{ eotkfJnk ikt/rk ns/ ftnkeoB ;pzXh ikDekoh fdsh ikt/rh .

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	S/ SZbK fJekrh ;zfrqj ftu gkso fusob	<b>13</b>
<b>UNIT-II</b>	eZbo BkNe dk ftPk gZ\ iK ;ko nzro/ih s gzikph ftu nB[tkd	<b>13</b>
<b>UNIT-III</b>	T[g GkPktK ftu wkMh,wbtJh,d[nkph s/ g[nkXh ftu jh ;tkb g[fSnk ikt/rk	<b>13</b>
<b>UNIT-IV</b>	Ppd Pq/Dhnk H ePrs s/ ftnkeoBe Ppd , ftekoh s/ nftekoh Ppd H ;XkoB,;wk;h s/ fwPos , Ppd iVK d/ B/w	<b>8</b>

**CO1.ਵਿਦਿਆਰਥੀ ਦੀ ਮਾਂ-ਬੋਲੀ ਨਾਲ ਸਾਂਝ ਪੈਦਾ ਕਰਨ ਲਈ।**

**CO2.ਵਿਦਿਆਰਥੀ ਅਮੀਰ ਲੋਕ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਵਿਰਾਸਤ ਦਾ ਗਿਆਨ ਅਤੇ ਸਮਝ ਪ੍ਰਾਪਤ ਕਰਦਾ ਹੈ**

**CO3.ਪ੍ਰੋਗਰਾਮ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਦੀਆਂ ਜੜ੍ਹਾਂ ਨਾਲ ਜੋੜਦਾ ਹੈ।**

**Recommended Books:**

- 1) S/ SZbK (;zgK) vk nkswihs f;zx, gpbhe/PB fpT{o', gzikp :{Bhtof;Nh, uzvhrVQ
- 2)vkH osB f;zx iZrh, ;kfjs d/ o{g , gpbhe/PB fpT{o', gzikph :{Bhtof;Nh gfNnkbbk
- 3) joehos f;zx, ekbi gzikph ftnkeoD, gzikp ;N/N :{Bh, N?e;N p[Ze pov, uzvhrV
- 4) vk i'frzdo f;zx g[nko, gzikph GkPk dk ftnkeoD -1 gzikph GkPk nekdwH ibzXo
- 5) vk p{Nk f;zx pokV, gzikph GkPk ;'qs s/ ;o{g, tkfo; Pkj |kT[v/PB nzfwqs;o
- 6) \ 'i gfsqek, (gzikph ;ZfGnkuko ftP/P nze) gzikph :{Bhtof;Nh gfNnkbbk



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

fowN : {Bhtof;Nh wzvh r'fpzdrVQ

f;b/p;Lgzikph fJb?efNt

phHJ/ Gkr (gfj bk) d/ fJwfsjkB bJh

;w?;No (pihlw)

Lecture (L)	Tutoria l (T)	Practica l (P)	Credit (C)
3	1	0	4

**PROGRAMME:BA**

**SUBJECT/COURSE: Punjabi Compulsory**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT CODE: BAPC-3501**

**CONTACT HOURS/WEEK : 47**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course**

fJ; g/go ftu fJeKrh dh ftXk pko/ ikDekoh fdsh ikt/rh ns/ Bkb jh BkNe dk ftPkrs nfXn?B eokfJnk ikt/rk.nzro/ih s' gzikph ftu nB[tkd eokfJnk ikt/rk.ftfdnkoEhnK B{z gzikph dhnk T[gGkPktK s' ikD{ eotkfJnk ikt/rk ns/ ftnkeoB ;pzXh ikDekoh fdsh ikt/rh .

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
UNIT-I	<p>wZXekbh gzikph ekft Xkok g[;se ftu' gq; zr ;fjs ftnkf\nk</p> <p>eftsk dk ;ko s/ e/doh Gkt (d' ftu fJe)</p>	13
UNIT-II	<p>g?ok ouBk (brgr 250 PpdK ftu )</p> <p>(wB[Z\h ;[Gkn, ihtB doPB ns/ ihtB d/ jbe/ c[be/ ftfPnk Bkb ;pzfXs)</p>	13



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<b>UNIT-III</b>	<p>fbgh dh w[ZYbh ikD gSkD</p> <p>Ffbgh dh gfoGkPk, iBw s/ ftek;</p>	<b>13</b>
<b>UNIT-IV</b>	<p>ftnkeoBL f;XKs s/ ftjko</p> <p>tkezP , BKt tkezP s/ fefonk tkezP dh gfoGkPk s/ gSkD</p>	<b>8</b>

CO1.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਉਹਨਾਂ ਨੂੰ ਪੰਜਾਬੀ ਪੜ੍ਹਦਿਆਂ ਆਲੋਚਨਾਤਮਕ ਸੋਚਣ ਵਿੱਚ ਮਦਦ ਕਰਦਾ ਹੈ

CO2.ਸਾਹਿਤ. ਉਹ ਸਾਹਿਤ ਅਤੇ ਅਸਲ ਜੀਵਨ ਦੇ ਅਨੰਦ ਨੂੰ ਜੋੜਨ ਦੇ ਯੋਗ ਹਨ

CO3.ਵਿਦਿਆਰਥੀ ਅਮੀਰ ਲੋਕ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਵਿਰਾਸਤ ਦਾ ਗਿਆਨ ਅਤੇ ਸਮਝ ਪ੍ਰਾਪਤ ਕਰਦਾ ਹੈ



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Recommended Books:**

1H d[Bh uzdo, gzikph GkPk dk ftnkeoB, gzaikp :{Bhtof;Nh uzvhrVQ, 1964

2H vkH joehos f;zx, o[gKsoh ftnkeoD, gzikp ;N/N :{Bhtof;Nh N?e;N p[Ze p'ov uzvhrVQ.

3 H i'frzdo f;zx g[nko ns/ j'o gzikph GkPk dk ftnkeoB ,Gkr- 3 , gzikph GkPk nekdwh, ibzXo, 1994

4 H vk joehos f;zx s/ frnkBh bkb f;zx ekbi gzikph ftnkeoB s/ b/\ wkbk, gzikp ;N/N :{Bhtof;Nh N?e;N p[Ze p'ov uzvhrVQ.

5H vkH pbd/t f;zx uhwk ,gzikph GkPk ftfrnkBL seBheh Ppdktbh dk e'P, gzaikph :{Bhtof;Nh gfNnkbk

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

PROGRAMME : BA



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT/COURSE: Punjabi Compulsory**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam;**

**SUBJECT CODE: BAPC-3601**

**SEMESTER: VI**

**CONTACT HOURS/WEEK : 47**

**Objective and outcome of course:**

fJ; g/go ftu fJeKrh dh ftXk pko/ ikDekoh fdsh ikt/rh ns/ Bkb jh BkNe dk ftPkrs

nfXn?B eokfJnk ikt/rk.nzro/ih s&#39; gzikph ftu nB[tkd eokfJnk ikt/rk.ftfdnkoEhnK B{z

gzikph dhnk T[gGkPktK s&#39; ikD{ eotkfJnk ikt/rk ns/ ftnkeoB ;pzXh ikDekoh fdsh

ikt/rh .

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
UNIT-I	b'eXkok dh G{fwek g[;se ftu fe;/ fJe fBpzX dk ;ko iK ftPk t;s{	13





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<p><b>UNIT-II</b></p>	<p>n\pko bJh gq?; B'N fsnko eoB Lekbi dhnK ;kfjse , ;fGnkukoe, \vK ns/ nekdfwe \so Bkb ;pzfXs ;orowhnK pko/ ( brgr 200 PpdK ftu )</p>	<p>13</p>
<p><b>UNIT-III</b></p>	<p>r[ow[\h fbgh dh w[Ybh ikD gSkD  r[ow[\h fbgh dk BkweoD, r[ow[\h fbgh dh gzikph GkPk bJh nB[e{bsk, gqw[Z\ ftP/PsktK, fb\D ftXh (nkoE'rokch)</p>	<p>13</p>
<p><b>UNIT-IV</b></p>	<p>ftnkeoBL f;Xks s/ ftjko  1) tke s/ T[gtkc dh gfoGkPk L tke pDso s/ ekoi  pDso L ;z:[es s/ fwPos tke    ekoi L gqPBtkuh ,nkfrnktkuh s/ fpnkBhnk tke</p>	<p>8</p>

CO1 .ਵਿਦਿਆਰਥੀ ਪੰਜਾਬ ਦੇ ਅਮੀਰ ਇਤਿਹਾਸ ਅਤੇ ਸੱਭਿਆਚਾਰ ਤੋਂ ਜਾਣੂ ਹੁੰਦਾ ਹੈ।

CO2. ਪੰਜਾਬ ਦੇ ਸੱਭਿਆਚਾਰ ਅਤੇ ਇਤਿਹਾਸ ਬਾਰੇ ਆਲੋਚਨਾਤਮਕ ਤੌਰ 'ਤੇ ਸੋਚਣਾ ਅਤੇ ਦਲੀਲ ਦੇਣਾ।



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# co3. ਉੱਚ ਪੜ੍ਹਾਈ ਲਈ ਵਿਸ਼ੇ ਨੂੰ ਅੱਗੇ ਵਧਾਉਣ ਦੀ ਪਸੰਦ ਅਤੇ ਇਰਾਦੇ ਨੂੰ ਵਿਕਸਿਤ ਕਰਨਾ।

## Recommended Books:

1H p{Nk f;zx pokV ,gzikph GkPk , ;qs s/ ;o{g, tkfo;Pkj ckT[v/PB , nzfwqs;o ,2004

2H vkH joehos f;zx, o[gKsoh ftnkeoD, gzikp ;N/N :{Bhtof;Nh N?e;N p[Ze p'ov uzvhrVQ.

3 H i'frzdo f;zx g[nko ns/ j'o gzikph GkPk dk ftnkeoB ,Gkr- 3 , gzikph GkPk nekdwH, ibzXo, 1994

4 H vk joehos f;zx s/ frnkBh bkb f;zx ekbi gzikph ftnkeoB s/ b/\ wkbk, gzikp ;N/N :{Bhtof;Nh N?e;N p[Ze p'ov uzvhrVQ.

5H vkH pbd/t f;zx uhwk ,gzikph tke gqzX L pDso ns/ ekoi , gzikph :{Bhtof;Nh gfNnkBk

6H d[Bh uzado, gzikph GkPk dk ftnkeoB, gzaikp :{Bhtof;Nh uzvhrVQ, 1964

7H p{Nk f;zx pokV ,gzikph ftnkeoB L f;Xks s/ ftjko , u/sBk gqekPB, b[fXnkDk



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT CODE: BAHC1103**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: I**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

### **OBJECTIVE OF THE COURSE**

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History and Culture of Punjab to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

#### **Contents of Syllabus**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>		<b>13</b>
1.	History of the Punjab region in the early historical period, people and their homes, tools, food and cloths.	
2.	Indus Valley Civilization in the region of Punjab.	
3.	Punjab during the Invasion of Alexander	
4.	The Mauryan Empire: Social, Economic and religious life of the people on Punjab.	



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<b>UNIT-II</b>	<p>5. The Kushanas : Impact of Kanishka's rule on Punjab.</p> <p>6. The Guptas : Cultural and scientific developments in Punjab Position Depiction of Punjab in the accounts of Chinese travelers. Fahien and Hwen Tsang.</p>	<b>11</b>
<b>UNIT-III</b>	<p>7. Society and Culture on the eve of the Turkish invasion of Punjab.</p> <p>8. Punjab in the Kitab-ul-Hind of Alberuni. XII.</p> <p>9. Important Historical places: Lahore, Multan Bathinda, Uchh, Jalandhar, Thanesar, Kangra, Taxila, Kundalvana, Pehowa, Thatta.</p>	<b>9</b>
<b>UNIT-IV</b>	Visit and Survey a site nearby remained the most important during independence and write a note on it.	<b>12</b>

### **OUTCOME OF COURSE**

1. Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
2. Students can gather knowledge about the society, culture, religion and political history of ancient India.
3. Students will also acquire the knowledge of changing socio-cultural scenarios of India.

#### **Recommended Books:**

1. Joshi, L.M. (ed.) : History and Culture of the Punjab, Part I, Publication Bureau, Punjabi University, Patiala, 1989 (3rd edn.)
2. Joshi, L.M. and Singh, Fauja (ed.) : History and Culture of the Punjab, Vol. I, Punjabi University, Patiala, 1977.
3. Prakash, Buddha : Glimpses of Ancient Punjab, Punjabi University, Patiala, 1983.
4. Thapar, Romila : A History of India, Vol. I, Penguin Books, 1966.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

5. Basham, A.L. : The Wonder That was India, Rupa Books, Calcutta (18th rep.), 1992.

6. Sharma, B.N. : Life in Northern India, Munshiram Manohar Lal, Delhi, 1966.

7.Sharma, R.S: Oxford India Paperbacks,2020.

8.R.Rai and Poonam sharma: History and Culture of Punja,Jalandhar publication co.2014

### **Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consist of six questions of four marks each, with alternative questions. Section C will have three questions covering the remaining part of the syllabus consisting of eight marks each.

**.SUBJECT TITLE:** History and Culture of Punjab

**SUBJECT CODE:** BAHC1203

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: II**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

### **OBJECTIVES OF THE COURSE**

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History and Culture of Punjab to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

### **CONTENTS OF SYLLABUS**

Sr. No	Contents	Contact Hours

<b>UNIT-I</b>	<ol style="list-style-type: none"> <li>1. Spread of Buddhism and Jainism, in Punjab, causes and impacts.</li> <li>2. The Kushan Dynasty, Punjab under Kanishka's Reign</li> <li>3. Punjab during the imperial Guptas.</li> </ol>	<b>11</b>
<b>UNIT-II</b>	<ol style="list-style-type: none"> <li>4. Rule of Harsha in Punjab</li> <li>5. Emergence of Bhakti Movement in Punjab; Punjab during and after Guru Nanak Dev.</li> <li>6. Origin of Sikhism and Nine Gurus of Sikh.</li> <li>7. Origin and principles of Khalsa Panth,</li> </ol>	<b>11</b>
<b>UNIT-III</b>	<ol style="list-style-type: none"> <li>8. Mughals in Punjab; Struggle between Guru Gobind Singh and Mughal's Army.</li> <li>9. Growth of Art and Culture in Punjab, Punjabi dance, music, literature, art and architecture in 16<sup>th</sup> to 20<sup>th</sup> Century C.E.</li> </ol>	<b>11</b>
<b>UNIT-IV</b>	<p>Visit and survey a site nearby remained all time specimen of art and architecture in Punjab and write a note on it.</p>	<b>12</b>

**OUTCOMES OF THE COURSE**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

1. The students will understand the importance of the Punjab History.
2. In this paper the students from the general course will learn about the socio-cultural pattern of Punjab.
3. They read the sources of history, primitive civilization like Kushan dynasty, Gupta dynasty, protestant movements such as Jainism, Buddhism.
4. They will learn how the changes during the Guru Period.
5. Students will know the relation between the Mughal Rulers and Sikh Gurus.

### **Recommended Books:**

1. C.L. Agrwal, Punjab History and Culture, 1994
2. Joshi, L. M., History and Culture of Punjab, Punjabi University Patiala, 1989.
3. Sikh Nationalism and Identity in a Global Age (Routledge Advances in South Asian Studies), Giorgio Shani, Dec 2007
4. Evolution of Heroic Tradition in Punjab, Buddha Prakash, 2011
5. Sharma, R.S: Oxford India Paperbacks, 2020.
6. R.Rai and Poonam sharma: History and Culture of Punjab, Jalandhar publication co. 2014

### **Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consist of six questions of four marks each, with alternative questions. Section C will have three questions covering the remaining part of the syllabus consisting of eight marks each.

**.SUBJECT TITLE:** History and Culture of Punjab

**SUBJECT CODE:** BAH1203

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER:** II

**CONTACT HOURS/WEEK:**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Internal Assessment: 40**  
**End Term Exam: 60**  
**Duration of Exam; 3 Hrs**

### **OBJECTIVES OF THE COURSE**

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History and Culture of Punjab to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

### **CONTENTS OF SYLLABUS**

<b>Sr. No</b>	<b>Contents</b>	<b>Contact Hours</b>
<b>UNIT-I</b>	<ol style="list-style-type: none"><li>1. Spread of Buddhism and Jainism, in Punjab, causes and impacts.</li><li>2. The Kushan Dynasty, Punjab under Kanishka's Reign</li><li>3. Punjab during the imperial Guptas.</li></ol>	<b>11</b>
<b>UNIT-II</b>	<ol style="list-style-type: none"><li>4. Rule of Harsha in Punjab</li><li>5. Emergence of Bhakti Movement in Punjab; Punjab during and after Guru Nanak Dev.</li><li>6. Origin of Sikhism and Nine Gurus of Sikh.</li><li>7. Origin and principles of Khalsa Panth,</li></ol>	<b>11</b>





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-III</b>	<p>8. Mughals in Punjab; Struggle between Guru Gobind Singh and Mughal's Army.</p> <p>9. Growth of Art and Culture in Punjab, Punjabi dance, music, literature, art and architecture in 16<sup>th</sup> to 20<sup>th</sup> Century C.E.</p>	<b>11</b>
<b>UNIT-IV</b>	<p>Visit and survey a site nearby remained all time specimen of art and architecture in Punjab and write a note on it.</p>	<b>12</b>

### **OUTCOMES OF THE COURSE**

1. The students will understand the importance of the Punjab History.
2. In this paper the students from the general course will learn about the socio-cultural pattern of Punjab.
3. They read the sources of history, primitive civilization like Kushan dynasty, Gupta dynasty, protestant movements such as Jainism, Buddhism.
4. They will learn how the changes during the Guru Period.
5. Students will know the relation between the Mughal Rulers and Sikh Gurus.

#### **Recommended Books:**

1. C.L. Agrwal, Punjab History and Culture, 1994
2. Joshi, L. M., History and Culture of Punjab, Punjabi University Patiala, 1989.
3. Sikh Nationalism and Identity in a Global Age (Routledge Advances in South Asian Studies), Giorgio Shani,, Dec 2007
4. Evolution of Heroic Tradition in Punjab, Buddha Prakash, 2011
5. Sharma, R.S: Oxford India Paperbacks, 2020.
6. R.Rai and Poonam sharma: History and Culture of Punjab,, Jalandhar publication co. 2014



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consist of six questions of four marks each, with alternative questions. Section C will have three questions covering the remaining part of the syllabus consisting of eight marks each.

**SUBJECT TITLE:** History and Culture of Punjab

**SUBJECT CODE:** BAHC2403

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER:** IV

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs.**

**OBJECTIVE OF THE COURSE**

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History and Culture of Punjab to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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<b>UNIT-I</b>	<ol style="list-style-type: none"> <li>1. The Early British Administration</li> <li>2. British Policies towards industries, Agriculture, Trade and Commerce.</li> <li>3. Spread of education in Punjab in the British Era.</li> </ol>	<b>11</b>
<b>UNIT-II</b>	<ol style="list-style-type: none"> <li>4. Socio-Religious Movement in Punjab. Namdhari, Singh Sabha Arya Samaj and Ahmadiyya</li> <li>5. Uprising of 1907 ,its causes and consequences</li> <li>6. Ghadar Movement-origin and Activities.</li> </ol>	<b>11</b>
<b>UNIT-III</b>	<ol style="list-style-type: none"> <li>7. Jallianwala Bagh-circumstances and consequences.</li> <li>8. Response to Non-cooperation and Civil Disobedience</li> <li>9. Circumstances leading to Partition: Impact of Partition.</li> </ol>	<b>11</b>
<b>UNIT-IV</b>	Visit and survey a site nearby, remained the most sensitive during struggle for independence and write a note on it.	<b>12</b>

### OUTCOME OF THE COURSE

1. Students will gather knowledge about expansion and consolidation of the British Empire, economic changes.
2. The course is designed to make the student aware about the making of Punjab and the struggle for independence.
3. Students will gather knowledge about expansion and consolidation of the British Empire, economic changes, land revenue settlements.



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4. students will learn about spread of western education, everal peasants and tribal movements.

**Recommended Books:**

1. C.L. Agarwal, Punjab History and Culture, 1994
2. Joshi, L. M., History and Culture of Punjab, Punjabi University Patiala, 1989.
3. Sikh Nationalism and Identity in a Global Age (Routledge Advances in South Asian Studies), Giorgio Shani,, Dec 2007
4. Evolution of Heroic Tradition in Punjab, Buddha Prakash, 2011

**Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consist of six questions of four marks each, with alternative questions. Section C will have three questions covering the remaining part of the syllabus consisting of eight marks each.

**SUBJECT TITLE:** History and Culture of Punjab

**SUBJECT CODE:** BAHC3505

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER:** VI

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**COURSE OBJECTIVES**

History is a subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History and Culture of Punjab to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

**CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<p><b>UNIT-I</b></p>	<ol style="list-style-type: none"> <li>1. Political condition of Punjab on the Eve of Ranjit Singh's accession to the throne.</li> <li>2. Ranjit Singh's kingdom, Conquest of Lahore, Amritsar, Multan, Kashmir and Peshawar.</li> <li>3. Relationship between Ranjit Singh and British (1800-1839)</li> <li>4. Ranjit Singh and the Hill States</li> <li>5. Central and Prvincial Administration and Military System of Ranjit Singh.</li> </ol>	<p><b>13</b></p>
<p><b>UNIT-II</b></p>	<ol style="list-style-type: none"> <li>6. Causes of Anglo Sikh wars and the annexation of Punjab</li> <li>7. Administration of Punjab 1849-1900, Board of Administration and its working.</li> <li>8. Socio-religious reform movement in the late 19<sup>th</sup> century.</li> <li>9. Namdhari Movement, Arya Samaj, Singh Sabha and Gurudwara Reforms Movement</li> </ol>	<p><b>10</b></p>



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<b>UNIT-III</b>	<p><b>10.</b> Punjab immediately after the independence (Political and Economic condition)</p> <p><b>11.</b> Partition of Punjab; Factors leading to the partition of Punjab and its impacts</p> <p><b>12.</b> Reorganization :of the Punjab 1966.</p>	<b>10</b>
<b>UNIT-IV</b>	Visit and survey a site nearby remained the most important during independence and write a note on it.	<b>12</b>

#### COURSE OUTCOMES

- 1.The students will understand the importance of the Punjab History..
2. They will learn about origin of Sikh philosophy and Sikhism.
3. Students will know the relation between the Ranjeet singh and Britishers.
4. Students will know the Political administration during this period
- 5.Students will learn about Maharaja Ranjit Singh for bringing Sikhs together and establishing the affluent Sikh Empire.

#### **Recommended Books:**

1. Joshi, L.M. (ed.) : History and Culture of the Punjab, Part I, Publication Bureau, Punjabi University, Patiala, 1989 (3rd edn.)
2. Joshi, L.M. and Singh, Fauja (ed.) : History and Culture of the Punjab, Vol. I, Punjabi University, Patiala, 1977.
3. Prakash, Buddha : Glimpses of Ancient Punjab, Punjabi University, Patiala, 1983.
4. N. K.Sinha, Ranjit Singh (English and Punjabi)
5. B.J. Hasrat, Life and Times of Ranjeet Singh
6. Khushwant Singh, Ranjit Singh; Maharaja of Punjab
7. Fauja Singh; Some aspects of States and Society under Ranjit Singh.



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### Instruction of Question Paper setter

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consist of six questions of four marks each, with alternative questions. Section C will have three questions covering the remaining part of the syllabus consisting of eight marks each.

**SUBJECT TITLE:** History and Culture of Punjab

**SUBJECT CODE:** BAHC3603

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER:** VI

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

### Objectives of the course:

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History and Culture of Punjab to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

### Contents of Syllabus:

Sr. No	Contents	Contact Hours
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	<ol style="list-style-type: none"> <li>1. Formation of Punjab as a State</li> <li>2. Constitutional Framework</li> <li>3. Economy (Agriculture, Industry)</li> <li>4. Education, Science and Technology</li> <li>5. Growth of Art and Culture in State</li> </ol>	<b>11</b>
<b>UNIT-II</b>	<ol style="list-style-type: none"> <li>6. Socio - Religious (Caste, religions, life style) and Culture structure (Songs, Dance, Dress, festivals, fairs etc.) of Punjab</li> <li>7. Ten Gurus of Sikhs</li> <li>8. Popular Cities of Punjab (History and Culture)</li> </ol>	





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<b>UNIT-III</b>	<p>9. Environmental studies (climate, water resources, plants etc.)</p> <p>10. Means of Transportation</p> <p>11. Health and Welfare</p>	<b>11</b>
<b>UNIT-IV</b>	Visit and Survey a site nearby, which is an example of the growth of science technology in modern Punjab and write a note on it.	<b>12</b>

**course outcome:**

1. Student will learn about the cultural of Punjab.
2. Students will acquire a thorough understanding in the fundamentals of Historiography
3. Students will be able to understand the parliament, speakers, the process of law making and cabinet.
4. students will learn how the changes during Guru Period.

**Recommended Books:**

1. Mridula Mukharjee, Colonizing Agriculture; The Myth of Punjab Exceptionalism. (Studies in Modern Indian History), 2005
2. Agrwal, S.P. Agrwal, Modern History of Punjab: A Look Back Into Ancient Peaceful Punjab Focusing Confrontation and Failures Leading to Present Punjab Problem, and a Peep Ahead,
3. Raj Mohan Gandhi, Punjab; A History from Aurangzeb to Mountbatten.
4. Gopal Bhargava, (Editor), Encyclopedia of Art And Culture In India (Punjab) 8th Volume.
5. Reeta Grewal and Sheena Pal, Pre-Colonial and Colonial Punjab; Society, Economy, Politics and Culture.

**Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consists of



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)  
 six questions of four marks each, with alternatives questions. Section C will have three questions covering remaining part of the syllabus consisting of eight marks each.

fowN :{Bhtof;Nh wzvh r'fpzdrVQ  
 f;b/p;Lgzikph fJb?efNt  
 phHJ/ Gkr (gfj bk) d/ fJwfsjkB bJh  
 ;w?;No (pihlw)

Lecture (L)	Tutorial(T)	Practical (P)	Credit (C)
3	1	0	4

**PROGRAMME:BA**

**SUBJECT TITLE : Punjabi Elective**

**Internal Assessment : 40**

**SUBJECT CODE : BAPC-1104**

**End Term Exam : 60**

**Duration of Exam : 3 Hrs**

**SEMESTER : 1**

**CONTACT HOURS/WEEK : 47**

**Objective and outcome of course:**

ies pypr ivc swihq dy do rUp kivqw Aqy iekWgI dw AiDAYn krwieAw jwvygw[ijs  
 ivc nkS nuhwr kwiv sMgRih Aqy Cy drSn iekWgI sMgRih pwT pusqkW cuxIAW geIAW  
 hn[ies qoN ibnW swihq dy hor v`K v~K rUpW bwry jwxkwrI id`qI jwvygI[

Contents of Syllabus:

Sr.No	Contents	Contact Hours



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-1</b>	(a) nkS nuhwr, pusqk ivcoN kivqw dw ivSw vsqU/swr/kvI bwry jwxkwrI  (A) nkS nuhwr, pusqk ivcoN pRsMg sihq ivAwikAw	<b>17</b>
<b>UNIT-11</b>	(a) Cy drSn iekWgI sMgRih ivcoN ivSw vsqU/swr/iekWgI dI swihqk prK	<b>15</b>
<b>UNIT-111</b>	swihq dy rUp: pirBwSw qy q`q (kivqw, gIq, gjl, iekWgI , nwl, khwxI)	<b>15</b>

CO1. ਪ੍ਰਮੁੱਖ ਕਵੀਆਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਈ ਜਾਵੇਗੀ

CO2. ਰੋਮਾਂਟਿਕ ਕਲਪਨਾ, ਕੁਦਰਤ 'ਤੇ ਇਸ ਦਾ ਤਣਾਅ, ਕਾਵਿਕ ਪ੍ਰੇਰਨਾ, ਆਜ਼ਾਦੀ, ਵਿਅਕਤੀਵਾਦ ਅਤੇ ਸੁਭਾਵਕਤਾ;

ਅਤੇ ਭਾਸ਼ਾ ਇਸ ਵਿੱਚ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦੀ ਹੈ।

CO3. ਵਿਦਿਆਰਥੀ ਸਾਹਿਤ ਦੇ ਮੁੱਖ ਥੀਮਾਂ, ਵਿਚਾਰਾਂ ਅਤੇ ਸੰਕਲਪਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ

**Recommended Books:**

- 1) swihq dy rUp, fw.rqn isMG j`gI, pblIkySn ibaUro, pMjwbI XUnIvrstI, pitAwlw[
- 2) swihq koS, fw.rqn isMG j`gI, pblIkySn ibaUro, pMjwbI XUnIvrstI, pitAwlw[
- 3) pMjwbI swihq dw ieiqhws( AwDuink kwl 1901-1995)fw.jsivMdr isMG qy mwn isMG, pMjwbI XUnIvrstI, pitAwlw[
- 4) nkS nuhwr(sMpw.) fw.jsivMdr isMG, AwDuink pMjwbI kivqw (1901-2000 eI. qk) pblIkySn ibaUro , pMjwbI XUnIvrstI, pitAwlw[
- 5) Cy drSn, sMq isMG syKoN, pblIkySn ibaUro, pMjwb XUnIvrstI, cmfIgV[



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**PROGRAMME:BA**

**SUBJECT /COURSE: Punjabi Elective**  
**1204**                      **End Term Exam : 60**

**Internal Assessment : SUBJECT CODE : BAPC-**

**Duration of Exam : 3 Hrs**

**SEMESTER : I I**

**HOURS/WEEK : 47**

**Objective and outcome of course:**

ies pypr rwhIN m~DkwI pMjwbI kivqw ivcoN Sbd svyrw pusqk  
 dw AiDAYn krvwieAw jwvygw nwl hI inbMD pRkws pusqk dI  
 swihqk prK,pVcol krvwei jwvygI[ mqDkwI swihq rUpw ivcoN  
 sUPI ,ik`sw Aqy jMgnmw Awid rUpW bwry jwxkwrI id`qI  
 jwvygI[ies qoN ibnW p`CmI kwiv Swsqr Aqy BwSw ivigAwn dy  
 v`K v`K KyqrW qoN jwxU krvwieAw jwvygw[

**Contents of Syllabus:**

Sr .N o	Contents	Con tac t  Hou rs
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

UN IT -1	<p style="text-align: center;">Gkr^(T)</p> <p>1.(T) gzikph ;kfjs dk fJfsjk; g[;se ftu'A ;kfjse XkokoK, gqftoshnk s/ ;kfjs o{gK dk</p> <p style="text-align: center;">ftek;</p> <p style="text-align: center;">(n) `eEkozr* ejkDh ;zrqfj ftu'A fe;/ fJe ejkDh dk ftPk gZy, ;kfjse goy</p>	17
UN IT - 11	<p>Gkosh ekft Pk;soL X[Bh ;zgodkfJ ns/ nbzeko ;zgodkfJ (w[Ybh ikD gSkD)</p>	15
UN IT - 11 1	<p>;kfjs nkb'uBkL ;kfjs dh gfoGkPk, gqfeosh, gq:'iB s/ sZs</p>	15

C01. ਸਾਹਿਤ ਸਮੀਖਿਆ ਦੇ ਤੱਤਾਂ ਦੀ ਪਛਾਣ ਕਰ ਸਕਦੇ ਹਨ ਅਤੇ ਸਾਹਿਤ ਸਮੀਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਦੱਸ ਸਕਦੇ ਹਨ

C02. ਇੱਕ ਨਵਾਂ ਅਧਿਐਨ ਉਹਨਾਂ ਬੱਚਿਆਂ ਨੂੰ ਉੱਚ-ਗੁਣਵੱਤਾ ਸਾਹਿਤ ਦੁਆਰਾ ਉਹਨਾਂ ਦੀ ਪੜ੍ਹਨ ਦੀ ਸਮਝ ਅਤੇ ਸੋਚਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਦੀ ਆਗਿਆ ਦਿੰਦਾ ਹੈ

C03. ਇੱਕ ਨਵਾਂ ਅਧਿਐਨ ਉਹਨਾਂ ਬੱਚਿਆਂ ਨੂੰ ਉੱਚ-ਗੁਣਵੱਤਾ ਸਾਹਿਤ ਦੁਆਰਾ ਉਹਨਾਂ ਦੀ ਪੜ੍ਹਨ ਦੀ ਸਮਝ ਅਤੇ ਸੋਚਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਦੀ ਆਗਿਆ ਦਿੰਦਾ ਹੈ

#### Recommended Books :

1. *gzikph ;kfjs dk fJfsjk; (nkX[fBe ekb 1901^1995)*  
*vkHi;ftzdo f;zx s/ wkB f;zx YhAv;k, gzikph*  
*:{Bhtof;Nh gfNnkbk.*



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2. Gzikph ejkDh dk fJfsjk;, pbd/t f;zx Xkbhtkb gzikph ;kfjs nekdwH fdZbh.
3. ;kfjs e'P, vkHosB f;zx iZrh, gpbhe/PB fpT{o', gzikph :{Bhtof;Nh gfNnkbk
4. vkHgq/w f;zx Xkbhtkb, f;XKse GkPk ftfrnkB, wdkB gpbhe/PB, gfNnkbk
5. ;kfjs d/ o{g, vkHosB f;zx iZrh, gzikph :{Bhtof;Nh gfNnkbk.
6. eEk ozr, ;zgkH, vkHXBtzs e"o, gpbhe/PB fpT{o' gzikph :{Bhtof;Nh, gfNnkbk.

fowN :{Bhtof;Nh wzvh r'fpzdrVQ  
 f;b/p;Lgzikph fJb?efNt  
 phHJ/ Gkr (qIjw) d/ fJwfsjkB bJh  
 ;w?;No (qIjw)

Lecture (L)	Tutorial(T)	Practical (P)	Credit (C)
3	1	0	4

PROGRAMME:BA



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE : Punjabi Elective**

**Internal Assessment : 40**

**SUBJECT CODE : BAPC-2304**

**End Term Exam : 60**

**Duration of Exam : 3 Hrs**

**SEMESTER : III**

**CONTACT HOURS/WEEK : 47**

**Objective and outcome of course:**

ies pypr rwhIN iek nwl, pMjwbI swihq dw ieiqhws (1700-1900 qk) BwrqI kwiv Swsqr:rs sMpRdwie, DunI sMpRdwie bwry jwxU krwieAw jwvygw [ies qoN ibnW kuJ Awlocnw pRxwLI AW bwry mu~FlI jwxkwrI jwvygI [

Contents of Syllabus:

Sr.No	Contents	Contact Hours
UNIT-1	(a) hwXI nwl pusqk ivcoN ivSw vsqU/swwr [ (A) BwrqI kwiv Swsqr;rs sMpRdwie, DunI sMpRdwie	17
UNIT-11	(a) pMjwbI swihq dw ieiqhws (1700-1900 qk) bIr kwiv Dwrw Aqy ik`sw kwiv Dwrw [	15
UNIT-111	(a) p~CmI Awlocnw pRxwLI AW nwl sbMiDq mUl sMklp: Anukrn, ivrycn, rumWsvwd, XQwrQvwd, ibMb, pRqIk, SYlI, im~Q	15

CO1. ਪੇਪਰ ਵਿੱਚ ਗਲਪ ਦੀ ਖੋਜ ਵੀ ਕੀਤੀ ਗਈ ਹੈ।

CO2. ਆਧੁਨਿਕ ਮਿਆਰੀ ਪੰਜਾਬੀ ਦਾ ਗਿਆਨ ਪੰਜਾਬੀ ਨੂੰ ਸਮਝਣ ਦੀ ਨੀਂਹ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ

CO3. ਦੂਜਿਆਂ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਪੰਜਾਬੀ ਦੀ ਵਰਤੋਂ ਕਰੋ।





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Recommended Books:**

- 1) swihq AiDAYn ivDIAW, fw.rqn isMG j`gI, pblIkySn ibaUro, pMjwbI XUnIvrstI, pitAwlw[
- 2) pMjwbI swihq dw ieiqhws( 1700-1900) pMjwb XUnIvrstI, cMfIgV[
- 3) hwXI, jsvMq isMG kMvl, sMgm pblIkySn, smwxw[
- 4) pMjwbI swihq dI au`qpqI qy ivkws, primMdr isMG Aqy ikrpwl isMG ksyl, lwhor bu`k Swp, luiDAwxw[

**fowN :{Bhtof;Nh wzvh r'fpzdrVQ  
f;b/p;Lgzikph fJb?efNt  
phHJ/ Gkr (dUjw) d/ fJwfsjkB bJh  
;w?;No (cOQw)**

Lecture (L)	Tutorial(T)	Practical (P)	Credit (C)
3	1	0	5

**PROGRAMME: BA.**

**SUBJECT TITLE : Punjabi Elective**

**Internal Assessment : 40**

**SUBJECT CODE : BAPC-2404**

**End Term Exam : 60**

**Duration of Exam : 3 Hrs**

**SEMESTER : I V**

**CONTACT HOURS/WEEK : 47**

**Objective and outcome of course:**

ies pypr dw audyS hY ividAwrQIAW nUM m`DkwLI pMjwbI swihq dI kivqw bwry jwxU krwieAw jwvygw[pMjwbI BwSw Aqy pMjwbI dI aupBwSw bwry BrpUr jwxkwrI dyxw ies dy nwl hI iek nwtk pVwieAw jwvygw[swihq dy kuJ pRmu`K sMklpW dI AwpsI sWJ bwry mu~FlI jwxkwrI id~qI jwvygI[

**Contents of Syllabus:**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

Sr.No	Contents	Contact Hours
UNIT-1	(a) m`DkwLI kwiv sugMDIAW, pusqk ivcoN pRsmg sihq ivAwikAw[ (A) aupBwSw ivigAwn: aupBwSw dI pirBwSw, BwSw Aqy aupBwSw , aupBwSw dy pihcwx icMn	17
UNIT-11	(a) kxk dI b`lI : pusqk ivcoN nwtk dw ivSw vsqU Alocnwqmk AiDAYn[	15
UNIT-111	(a) swihq Alocnw : swihq Aqy Drm , swihq Aqy siBAwCwr, swihq mnoivigAwn, swihq Aqy ivigAwn , swihq Aqy Drm	15

CO1. ਕੋਰਸ ਆਲੋਚਨਾਤਮਕ ਸੋਚ ਨੂੰ ਵਧਾਉਂਦਾ ਹੈ।

CO2. ਇਹ ਪਰੰਪਰਾ ਵਿੱਚ ਕਵਿਤਾ, ਵਾਰਤਕ ਸ਼ਾਮਲ ਹਨ

CO3. ਵਿਦਿਆਰਥੀ ਇਤਿਹਾਸਕ ਵਿਸ਼ਲੇਸ਼ਣ ਅਤੇ ਮੁਲਾਂਕਣ ਕਰਕੇ ਸੋਚਣ ਦੇ ਹੁਨਰ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕਰਨ ਦੇ ਯੋਗ ਹੁੰਦੇ ਹਨ

Recommended Books:

1)fw.Drm isMG, (sMpw)m~DkwLI kwiv sugMDIAW, pblIkySn ibaUro, pMjwb XUnIvrstI, cMfIgV [

2) blvMq gwrgI, kxk dI b`lI, nvXug pblIkySn, nvIN id`lI[

3) jIq isMG joSI, pMjwbI AiDAYn Aqy AiDAwPn bdldy pirpyK, virs SwH PwaUfySn, AMimRqsr [

4)fw.roSn lwl AhUjw, swihq Swsqr , lwhor bu`k Swp, luiDAwxw[

5)fw. prmjIq isMG is~DU, mwnv ivigAwnk BwSw ivigAwn, pblIkySn ibaUro, pMjwb XUnIvrstI, cMfIgV [







Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**fowN :{Bhtof;Nh wzvh r'fpzdrVQ**  
**f;b/p;Lgzikph fJb?efNt**  
**phHJ/ Gkr (qIjw) d/ fJwfsjkB bJh**  
**;w?;No (CyvW)**

Lecture (L)	Tutorial(T)	Practical (P)	Credit (C)
3	1	0	4

**PROGRAMME:BA**

**SUBJECT TITLE : Punjabi Elective**

**Internal Assessment : 40**

**SUBJECT CODE : BAPC-3604**

**End Term Exam : 60**

**Duration of Exam : 3 Hrs**

**SEMESTER : V I**

**CONTACT HOURS/WEEK : 47**

**Objective and outcome of course:**

ies pypr rwhIN m~DkwllI pMjwbI kivqw ivcoN Sbd svyrw pusqk dw AiDAYn krwieAw  
 jwvygw nwl hI inbMD pRkWS pusqk dI swihqk prK,pVcol krwei jwvygI[ mqDkwllI  
 swihq rUpw ivcoN sUPI ,ik`sw Aqy jMgnmw Awid rUpW bwry jwxkwrI id`qI  
 jwvygI[ies qoN ibnW p`CmI kwiv Swsqr Aqy BwSw ivigAwn dy v`K v`K KyqrW qoN  
 jwxU krwieAw jwvygw[

**Contents of Syllabus:**

Sr.No	Contents	Contact Hours



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-1</b>	<p>(a) Sbd svyrw kwiv pusqk ivcoN pRsMg sihq ivAwikAw (inrDwrq kvI: SwH husYn , dmodr, hwiPj brKurdwr, imrje swihbw) (A)kivqw dw ivSw vsqU/swr (e) Sbd svyrw qy inbMD pRkwS pwT pusqk ivcoN ikxy iek kwiv- bMd/vwrqk AMSW dI ivhwrk Alocnw s) inbMD dI swihqk prK</p>	<b>17</b>
<b>UNIT-11</b>	<p>(a) pMjwbI swihq dw ieiqhws(1700 eI. qk)sUPI, ik`sw Aqy jMgnwmw (A)p~CmI kwiv Swsqr: (a) Arsqu dw Anukrx isDWq (A) mnoivSlySxI ivDI (e) mwrksvwd(mu~FlI jwx-pCwx)</p>	<b>15</b>
<b>UNIT-111</b>	<p>(a) BwSw ivigAwn: BwSw ivigAwn dI pirBwSw, Kyqr qy hor ivigAwnW nwl sbMD :(mnoivigAwn, smwj ivigAwn qy mwnv ivigAwn)</p>	<b>15</b>

C01.ਕਵਿਤਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਨੂੰ ਪਛਾਣਦਾ ਹੈ। ਵਿਸ਼ੇਸ਼ ਕਵਿਤਾ ਨੂੰ ਇਸਦੇ ਇਤਿਹਾਸਕ ਅਤੇ ਸਮਾਜਿਕ ਸੰਦਰਭ ਵਿੱਚ ਲੱਭਦਾ ਹੈ।

C02.ਸਾਹਿਤਕ ਪਾਠਾਂ ਵਿੱਚ ਸਾਹਿਤਕ ਤਕਨੀਕਾਂ ਅਤੇ ਭਾਸ਼ਾ ਦੀ ਰਚਨਾਤਮਕ ਵਰਤੋਂ ਦੀ ਪਛਾਣ

C03.ਵਿਦਿਆਰਥੀ ਸਾਹਿਤਕ ਸ਼ਬਦਾਂ ਦੇ ਗਿਆਨ ਦਾ ਪ੍ਰਪਤ ਕਰਨਗੇ। ਵਿਦਿਆਰਥੀ ਸਾਹਿਤਕ ਪਾਠਾਂ ਵਿੱਚ ਆਲੋਚਨਾਤਮਕ ਸਿਧਾਂਤ ਨੂੰ ਲਾਗੂ ਕਰਨ ਦੀ ਯੋਗਤਾ ਕਰਨਗੇ।

Vidi'ārathī sāhitaka śabadā

Recommended Books:



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

- 1) ibkrm isMG GuMmx, pMjwbI swihq dI ieiqhwskwrl, guru nwnk dyv XUnIvrstI, AMimRqsr [
- 2) primMdr isMG Aqy ikrpwl isMG ksyl, pMjwbI swihq dI au`qpqI qy ivkws, lwhOr bu`k Swp, luiDAwxw [
- 3) eISr isMG qWG, p`CmI smIiKAw dy isDWq , dIp pRkwsn, AMbwlw Sihr [
- 4) is`DU, prmJIq isMG (fw.), mwnv ivigAwnk BwSw ivigAwn, pblIkySn ibaUro , pMjwbI XUnIvrstI, pitAwlw [
- 5) hirBjn isMG, AiDAn qy AiDapn guru nwnk dyv XUnIvrstI, AMimRqsr [
- 6) DwlIvwl, pRym isMG (fw.), rUp ivigAwn Aqy pMjwbI Sbd rcnw, mdwn pblIkySn , pMjwbI XUnIvrstI, pitAwlw [
- 7) DwlIvwl, pRym pRkws isMG (fw.), isDWqk BwSw ivigAwn, mdwn pblIkySn , pMjwbI XUnIvrstI, pitAwlw [2002
- 8) bUtw isMG brwV, pMjwbI BwSw soRq qy srUp, vwirs SwH PwaUfySn, AMimRqsr, 2004

**fowN : {Bhtof; Nh wzvh r' fpzdrVQ**  
**f; b/p; Lgzikph fJb?efNt**  
**phHJ/ Gkr (qIjw) d/ fJwfsjkB bJh**  
**;w?;No (CyvW)**

Lecture (L)	Tutorial(T)	Practical (P)	Credit (C)
3	1	0	4

**PROGRAMME:BA**

**SUBJECT TITLE : Punjabi Elective**

**Internal Assessment : 40**

**SUBJECT CODE : BAPC-3604**

**End Term Exam : 60**

**Duration of Exam : 3 Hrs**

**SEMESTER : V I**

**CONTACT HOURS/WEEK : 47**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Objective and outcome of course:**

ies pypr rwhIN m~DkwllI pMjwbI kivqw ivcoN Sbd svyrw pusqk dw AiDAYn krvwieAw jwvygw nwl hI inbMD pRkWS pusqk dI swihqk prK,pVcol krvwei jwvygI[ mqDkwllI swihq rUpw ivcoN sUPI ,ik`sw Aqy jMgnwmw Awid rUpW bwry jwxkwrI id`qI jwvygI[ies qoN ibnW p`CmI kwiv Swsqr Aqy BwSw ivigAwn dy v`K v`K KyqrW qoN jwxU krvwieAw jwvygw[

**Contents of Syllabus:**

Sr.No	Contents	Contact Hours
<b>UNIT-1</b>	(a) Sbd svyrw kwiv pusqk ivcoN pRsMg sihq ivAwikAw (inrDwrq kvI: SwH husYn ,dmodr,hwiPj brKurdwr,imrje swihbw) (A)kivqw dw ivSw vsqU/swr (e) Sbd svyrw qy inbMD pRkWS pwT pusqk ivcoN ikxy iek kwiv- bMd/vwrqk AMSW dI ivhwrk Alocnw s) inbMD dI swihqk prK	<b>17</b>
<b>UNIT-11</b>	(a) pMjwbI swihq dw ieiqhws(1700 eI. qk)sUPI,ik`sw Aqy jMgnwmw  (A)p~CmI kwiv Swsqr: (a) ArsqU dw Anukrx isDWq (A) mnoivSlySxI ivDI (e) mwrksvwd(mu~FlI jwx-pCwx)	<b>15</b>
<b>UNIT-111</b>	(a) BwSw ivigAwn: BwSw ivigAwn dI pirBwSw,Kyqr qy hor ivigAwnW nwl sbMD : (mnoivigAwn,smwj ivigAwn qy mwnv ivigAwn)	<b>15</b>

**C01.ਕਵਿਤਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਨੂੰ ਪਛਾਣਦਾ ਹੈ। ਵਿਸ਼ੇਸ਼ ਕਵਿਤਾ ਨੂੰ ਇਸਦੇ ਇਤਿਹਾਸਕ ਅਤੇ ਸਮਾਜਿਕ ਸੰਦਰਭ ਵਿੱਚ ਲੱਭਦਾ ਹੈ।**

**C02.ਸਾਹਿਤਕ ਪਾਠਾਂ ਵਿੱਚ ਸਾਹਿਤਕ ਤਕਨੀਕਾਂ ਅਤੇ ਭਾਸ਼ਾ ਦੀ ਰਚਨਾਤਮਕ ਵਰਤੋਂ ਦੀ ਪਛਾਣ**





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## CO3. ਵਿਦਿਆਰਥੀ ਸਾਹਿਤਕ ਸ਼ਬਦਾਂ ਦੇ ਗਿਆਨ ਦਾ ਪ੍ਰਪਤ

ਕਰਨਗੇ। ਵਿਦਿਆਰਥੀ ਸਾਹਿਤਕ ਪਾਠਾਂ ਵਿੱਚ ਆਲੋਚਨਾਤਮਕ ਸਿਧਾਂਤ ਨੂੰ ਲਾਗੂ ਕਰਨ ਦੀ ਯੋਗਤਾ ਕਰਨਗੇ।

Vidi'ārathī sāhitaka śabadā

### Recommended Books:

- 1) ibkrm isMG GuMmx, pMjwbI swihq dI ieiqhwskw rI, guru nwnk dyv XUnIvristI, AMimRqsr [
- 2) primMdr isMG Aqy ikrpwl isMG ksyl, pMjwbI swihq dI au`qqqI qy ivkws, lwhOr bu`k Swp, luiDAwxw [
- 3) eISr isMG qWG, p`CmI smIiKAw dy isDWq , dIp pRkwSn, AMbwlw Sihr [
- 4) is`DU, prmjIq isMG(fw.), mwnv ivigAwnk BwSw ivigAwn, pblIkySn ibaUro , pMjwbI XUnIvristI, pitAwlw [
- 5) hirBjn isMG, AiDAn qy AiDApn guru nwnk dyv XUnIvristI, AMimRqsr [
- 6) DwlIvwl, pRym isMG(fw.), rUp ivigAwn Aqy pMjwbI Sbd rcnw, mdwn pblIkySn , pMjwbI XUnIvristI, pitAwlw [
- 7) DwlIvwl, pRym pRkwS isMG(fw.), isDWqk BwSw ivigAwn, mdwn pblIkySn , pMjwbI XUnIvristI, pitAwlw [2002
- 8) bUtw isMG brwV, pMjwbI BwSw soRq qy srUp, vwirs SwH PwaUfySn, AMimRqsr, 2004

**SUBJECT TITLE: ENGLISH LITERATURE**

**SUBJECT CODE: BAEL 1105**

**COURSE: B.A, B. A B.ED, B.A (Hons)**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	5

**SEMESTER: I**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**End Term Exam: 60**  
**Duration of Exam; 3 Hrs**

**Objective and outcome of course is to:**

**(i) Introduce the students to the literary forms of poetry**

**(ii) To give them an overview of English literature.**

**(iii) To develop the vocabulary of the students**

**Contents of Syllabus:**

<b>Sr. No</b>	<b>Contents</b>	<b>Contact Hours</b>
<b>UNIT-I</b>	<b>Forms of poetry</b> <i>1. The Sonnet</i> <i>2. The Elegy</i> <i>3. The Ode</i> <i>4. The Epic</i> <i>5. The Ballad</i> <i>6. The Lyric</i> <i>7. The Dramatic Monologue</i> <i>8. Allegory</i>	<b>14</b>
<b>UNIT-II</b>	<b>Issues related to literature</b> 1. What is literature? 2. Value of literature 3. Literature and society 4. Various genres of literature Important terms pertaining to prose 1. What is prose? (i) Narrative (ii) Argumentative (iii) Dramatic (IV) Informative (V) Contemplative The Apple Cart by G. B. Shaw	<b>12</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-III</b>	Letter Writing (Personal, Social) Applied Grammar: Voice, Direct/Indirect, Transformation of Sentences (all types) Articles, Prepositions, Conjunctions Vocabulary: Antonyms/Synonyms, Use of words/phrases in sentences	<b>12</b>
<b>UNIT-IV</b>	<b>Transcription of the following words:</b> comb, crèche, dose, gauge, ghost, castle, gross, mauve, sure, sample, wolf, wool, arch, off, door, stair, what, cough, clerk, tooth, yak, yawn sing, tongue.	<b>10</b>

### Course Outcomes

- Understand the basics of English literature.
- Acquire Knowledge on various topics of literature in English.
- Discuss the unique nature of English literature.
- It encourages the students regarding the actual pronunciation of English words.

### Recommended Books:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Abraham M H. *A Glossary of Literary Terms*, Oxford University Press, 2006

### Instruction of Question Paper setter

- Section A: The candidates are required to attempt all the twelve questions carrying one mark each.  
**12 x 1 = 12 marks**
- Section B: The candidates are required to attempt six out of eight question carrying four marks each.  
**6 x 4 = 24 marks**
- Section C: The candidates are required to attempt three out of four questions carrying eight marks each  
**3 x 8 = 24 marks**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: ENGLISH LITERATURE**

**SUBJECT CODE: BAEL 1205**

**COURSE: B.A, B. A B.ED, B.A (Hons)**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	5

**SEMESTER: II**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

- (i) Introduce the students to the literary forms
- (ii) To develop their interest in reading poetry.
- (iii) The students should be able to understand Types of Prose and Prose Style

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>Literary Terms:</b> Ballad, Interior Monologue, Blank Verse, Free Verse, Mock-Epic, Metaphysical Conceit, Negative Capability, Egotistical Sublime, Fancy/Imagination, Humor Irony, Paradox, Ambiguity, Alliteration, Assonance, Imagery. Heroic couplet, figure of speeches	<b>14</b>
<b>UNIT-II</b>	William Wordsworth: <i>'The World is Too Much with Us'</i> John Milton. <i>'On His Blindness'</i> W.B. Yeats <i>'Lake Isle of Innisfree'</i>	<b>12</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-III</b>	<i>Types of Prose and Prose Style</i> <i>Autobiography/Biography and Memoir</i> <i>Travelogue</i> <i>Periodical Essay</i> <i>Formal Essay</i> <i>Personal Essay</i>	<b>10</b>
<b>UNIT-IV</b>	Bacon ' <i>Of Studies</i> ' Richard Steele ' <i>Recollections of Childhood</i> ' Joseph Addison ' <i>Sir Roger at Church</i> '	<b>10</b>

### Course Outcomes

- The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.
- The students will have acquired the skill to understand feminism as a social movement and a critical tool.
- They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms
- To introduce students to the thematic concerns, genres and trends of Indian writing in English

### Recommended Books:

1. Abraham M H. *A Glossary of Literary Terms*, Oxford University Press, 2006
2. L. Hamp-Lyons and B. Heasley: *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley: "*Technical Report Writing Today*" - Biztaantra.
5. Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8th Edition (2004)

### Instruction of Question Paper setter



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

- Section A: The candidates are required to attempt all the twelve questions carrying one mark each.  
**12 x 1 = 12 marks**
- Section B: The candidates are required to attempt six out of eight question carrying four marks each.  
**6 x 4 = 24 marks**
- Section C: The candidates are required to attempt three out of four questions carrying eight marks each  
**3 x 8 = 24 marks**

**SUBJECT TITLE: ENGLISH LITERATURE**

**SUBJECT CODE: BAEL 2305**

**COURSE: B.A, B. A B.ED, B.A (Hons)**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	5

**SEMESTER: III**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

- (i) Introduce the students to moments and History of English literature
- (ii) The students would be able to know the history of English literature from Renaissance to nineteenth century.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### Contents of Syllabus:

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>From Renaissance to Seventeenth Century</b> Renaissance and Reformation Miracle and Morality Plays University Wits Elizabethan poetry Metaphysical Poetry Neo-classicis	<b>12</b>
<b>UNIT-II</b>	<b>Eighteenth Century and the Romantic Age</b> Growth of the Novel Precursors of Romanticism Romanticism and the French Revolution Growth of Romantic Literature (Prose, Poetry, Drama and Novel)	<b>14</b>
<b>UNIT-III</b>	<b>Nineteenth Century</b> Characteristics of Victorian Age Growth of Victorian Literature (Prose, Poetry, Drama and Novel)	<b>10</b>
<b>UNIT-IV</b>	Pre-Raphaelite Poetry Naughty Nineties	<b>12</b>

### Course Outcomes

- To develop critical thinking and imagination through long and short fiction and to familiarize students with cultural diversity through different representative samples of fiction
- To inculcate in the pupil a feel of various methods employed to identify shared features of various literatures and to equip him/her to make comparative and contrastive analysis of literary texts.
- On completion of the course, the students should be familiar with the plays of master- dramatists and will have developed the ability to appreciate and evaluate various types of plays.
- To develop critical thinking in students

### Recommended Books:

1. Abraham M H. *A Glossary of Literary Terms*, Oxford University Press, 2006
1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2008.
2. *A Very Short Introduction to English Literature*, Oxford AVSI series



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Instruction of Question Paper setter**

- Section A: The candidates are required to attempt all the twelve questions carrying one mark each.  
**12 x 1 = 12 marks**
- Section B: The candidates are required to attempt six out of eight question carrying four marks each.  
**6 x 4 = 24 marks**
- Section C: The candidates are required to attempt three out of four questions carrying eight marks each  
**3 x 8 = 24 marks**

**SUBJECT TITLE: ENGLISH LITERATURE**

**SUBJECT CODE: BAEL 2405**

**COURSE: B.A, B. A B.ED, B.A (Hons)**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	5

**SEMESTER: IV**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

**Objective and outcome of course:**

- (i) The students should be able to understand different terms pertaining to English drama.
- (ii) The students would be able to know different forms of dramas.
- (iii) They would be able to analyze the real life situation by reading the prescribed dramas.

**Contents of Syllabus:**





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

Sr. No	Contents	Contact Hours
UNIT-I	<b>Important terms pertaining to Drama.</b> Tragedy, Comedy, Tragic Flaw, Round and Flat Characters, Catharsis, Hamartia, Pathos, Parody, Exposition, Allegory, Satire, Irony, Soliloquy, Diction, Hubris, Catastrophe, Climax, Comic-Relief, Conflict, Denouement, Open-Conflict, Antagonist, Protagonist, Plot, Three Unities.	12
UNIT-II	<b>: Forms of Drama</b> <i>Tragedy and types</i> <i>Comedy and types</i> <i>Tragi-comedy</i> <i>Expressionist Drama</i> <i>Drama of Ideas</i> <i>Poetic Drama</i> <i>Closet Drama</i> <i>The Problem Play</i> <i>Theatre of the Absurd</i>	14
UNIT-III	Shakespeare: <i>Macbeth</i>	12
UNIT-IV	Ben Jonson : <i>Every Man in His Humor</i> G B Shaw: <i>Arms and the Man</i>	12

### Course outcomes

- They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms
- To introduce students to the thematic concerns, genres and trends of Indian writing in English
- To know and appreciate the location of literature within humanities
- Form an idea about the various stages in the development of English language.

### Recommended Books:

1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2008.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

2. *A Very Short Introduction to English Literature*, Oxford AVSI series

3. Abraham M H. *A Glossary of Literary Terms*, Oxford University Press, 2006

### Instruction of Question Paper setter

- Section A: The candidates are required to attempt all the twelve questions carrying one mark each. **12 x 1 = 12 marks**
- Section B: The candidates are required to attempt six out of eight question carrying four marks each. **6 x 4 = 24 marks**
- Section C: The candidates are required to attempt three out of four questions carrying eight marks each **3 x 8 = 24 marks**

**SUBJECT TITLE: ENGLISH LITERATURE**

**SUBJECT CODE: BAEL 3505**

**COURSE: B.A, B. A B.ED, B.A (Hons)**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	5

**SEMESTER: V**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**  
**End Term Exam: 60**  
**Duration of Exam; 3 Hrs**

### Objective and outcome of course:

- (i) The students will be able to understand Indian literature in English.
- (ii) The students would be able to know different forms of fictions.
- (iii) They would be able to analyze the real life situation by reading the prescribed fictions.

### Contents of Syllabus:

Sr. No	Contents	Contact Hours



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	<b>Poetry</b> Toru Dutt: 'Laxman' Kamala Das: 'Introduction' Nissim Ezekiel: 'A Poem of Dedication' JayantMahapatra: 'Hunger' A K Ramanujan: 'Anxiety' Keki N Daruwala: 'The Unrest of Desire'	<b>15</b>
<b>UNIT-II</b>	<b>Drama</b> Mahesh Dattani: 'Seven Steps around the Fire'	<b>14</b>
<b>UNIT-III</b>	<b>Fiction</b> Mulk Raj Anand: 'The Untouchable'	<b>12</b>
<b>UNIT-IV</b>	<b>Prose</b> Mahatma Gandhi: Hind Swaraj, Chapters VIII (The Condition of India), XIII (What is True Civilization?), & XVIII (Education)	<b>10</b>

### Course Outcomes

- To provide an overview of the various phases of the evolution of Indian writing in English.
- To introduce students to the thematic concerns, genres and trends of Indian writing in English.
- The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it
- Become able to differentiate between judgment and appreciation

### Recommended Books:

1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2008.
2. K.R. Srinivasa Iyenger: *Indian Writing in English*. Bharti Bhawan Publishers, 2006
3. M.K. Naik : *New Dimensions of Indian Literature*. Bharti Bhawan Publishers, 2001
4. Abraham M H. *A Glossary of Literary Terms*, Oxford University Press, 2006

### Instruction of Question Paper setter

Section A: The candidates are required to attempt all the twelve questions carrying one mark each.

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Section B: The candidates are required to attempt six out of eight question carrying four marks each.

**6 x 4 = 24 marks**



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Section C: The candidates are required to attempt three out of four questions carrying eight marks each **3 x 8 = 24 marks**

**SUBJECT TITLE: ENGLISH LITERATURE**

**SUBJECT CODE: BAEL 3605**

**COURSE: B.A, B. A B.ED, B.A (Hons)**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	5

**SEMESTER: VI**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objective and outcome of course:**

- (i) The students should be able to understand different forms of literature.
- (ii) The students would be able to know about modern English literature.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	*T.S. Eliot: "The Love Song of J. Alfred Prufrock" *W.B. Yeats: "The Second Coming" *Philip Larkin: "Church Going" *Walt Whitman: "When Lilacs Last in the Dooryard Bloom'd" *Robert Frost : "The Road Not Taken" *Nissim Ezekiel : "Night of the Scorpion" *Kamala Das : "My Grandmother's House"	<b>15</b>
<b>UNIT-II</b>	*John Osborne: Look Back in Anger *Arthur Miller: The Death of a Salesman	<b>12</b>
<b>UNIT-III</b>	<b>Fiction</b> Mark Twain: The Adventures of Huckleberry Finn Shashi Deshpande : The Dark Holds No Terrors E.M. Forster : A Passage to India	<b>10</b>
<b>UNIT-IV</b>	<b>Prose</b> *Aldous Huxley: "Tragedy and the Whole Truth" *Virginia Woolf : "Judith Shakespeare" Nirad. C. Chaudhary : "Tell Me The Weather And I'll Tell The Man"	<b>12</b>

### Course Outcomes

- To develop critical thinking and imagination through long and short fiction and to familiarize students with cultural diversity through different representative samples of fiction.
- To develop critical thinking in students
- To enable them to write and appreciate different types of prose
- To introduce the students to the basic elements of poetry- to enrich the students through various perspectives readings in poetry

### Recommended Books:

1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2008.
2. *Oxford Concise Dictionary of Literary Terms* edited by Chris Baldick. (Oxford University Press, 2004). Indian Edition.
3. M.K. Naik : *New Dimensions of Indian Literature*. Bharti Bhawan Publishers, 2001
4. Abraham M H. *A Glossary of Literary Terms*, Oxford University Press, 2006
5. *Twentieth Century Reader's Guide to Literary Terms*



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### **Instruction of Question Paper setter**

- Section A: The candidates are required to attempt all the twelve questions carrying one mark each.  
**12 x 1 = 12 marks**
- Section B: The candidates are required to attempt six out of eight question carrying four marks each.  
**6 x 4 = 24 marks**
- Section C: The candidates are required to attempt three out of four questions carrying eight marks each  
**3 x 8 = 24 marks**

## **RIMT UNIVERSITY SCHOOL OF HUMANITIES**

**PROGRAMME: BA**

**COURSE/SUBJECT: SOCIOLOGY**

**CODE: BASO-1106**

**SEMESTER: I**

**L=3, T=1, P=0, CR=4**

### **COURSE OBJECTIVES**

1. Learn about the Founders of Sociology and its fundamental concepts.
2. Compare and contrast how different social sciences are related to one another.
3. Show how the three elements—culture, society, and the individual—are interconnected.
4. Create a concept for numerous sociological theoretical stances.

### **Unit I: Sociological Perspectives**

Subject Matter of Sociology, Definition, Developing a Sociological outlook- Sociological Imagination, Nature, Scope and importance of Sociology in Contemporary Society. Sociology and its relationship with other social sciences- History, Economics, Anthropology, Political Science and Psychology.

### **Unit II: Basic Sociological Concepts**

Society, Community, Association, Institution.

Social Groups- In Group, Out Group, Primary Group and Secondary Group, Reference Group Social Processes- Associative and Dissociative Social Processes



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### **Unit III: Philosophical and Theoretical Foundations**

Auguste Comte- Social Statics and Social Dynamics, Law of Three Stages, Hierarchy of Sciences.

Emile Durkheim- Social Fact, Forms of Solidarity, Suicide and its typology.

### **Unit IV: Culture, Society and Individual**

Origin of Society-Theoretical approach, Individual and Society- Philosophical perspective Socialization- Stages, Theories and Agencies.

Culture-Meaning, components of Culture, Cultural Lag.

#### **COURSE OUTCOME**

After studying the course the student will be able to-

1. Acquire knowledge on basic concepts and Founders of Sociology.
2. Compare and contrast the interrelationship between various social sciences.
3. Illustrate the triple components Culture, Society and Individual and discuss their interlinked role.
4. Develop an idea on various theoretical perspectives of Sociology

#### **Books for Study:**

Rao, Shankar, C.N., *Sociology*, New Delhi, S Chand Publication ,2012

Coser, A.Lewis, *Masters of Sociological Thought*, New York: Harcourt Brace Jovanovich, 1971.

Gisbert, P., *Fundamentals of Sociology*, Bombay: Orient Longmans, 1957.

MacIver, R.M.and Page C.H. *Society:An Introductory Analysis*, London:Macmillan,1962.

Worsley,P., *Introducing Sociology*, Penguin Books,1970

Davis,K.,*Human Society*,New York:Macmillan,1949.

Bottomore,T.B., *Sociology: A Guide to Problems and Literature*, London George Allen & Unwin,1962.

Dasgupta,Samir,Paulomi saha.,*An Introduction to sociology*, New delhi, Dorling Kindersley,2012

Bhusan,Vidya,Sachdeva,D.R.*An Introduction to Sociology* New Delhi Kitab Mahal 2015

Rawat,H.K., *Contemporary Sociology*,Jaipur,Rawat Publications,2013.

#### **Books for Reference:**

Giddens,Anthony.,*Sociology*,Cambridge: polity,1984.

Horton,P.B.and Hunt,C.L., *Sociology*,New York:McGraw-Hill Co.,1964

Abraham,M.Francis,*Sociological Thought*,Delhi: Macmillan India ltd,1985

Haralambos,M. and Heald,R.M., *Sociology Themes and Perspectives* New Delhi Oxford university press, 2000.

Elliot, Antony. *Contemporary social Theory*, Rutledge, 2009.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)  
Fletcher,R., *The making of sociology (vol 2)*,New York:Scribner's,1971.

Turner,J.,*The Structure of Sociological theory*,Homewood:Dorsey Press,1974

**RIMT UNIVERSITY**  
**SCHOOL OF HUMANITIES**

**PROGRAMME: BA**

**COURSE/SUBJECT: SOCIOLOGY**

**CODE: BASO-1206**

**SEMESTER: II**

**L=3, T=1, P=0, CR=4**

**COURSE OBJECTIVES**

1. Study and make a list of the characteristics of many sorts of human societies.
2. Learn about the foundational social institutions
3. Recognize the fundamental social norms and evaluate any new concerns
4. Explain several social control techniques and provide examples of conformity and deviation from the social norm.

**Unit I: Types of Society**

The Earliest Societies- Hunting And Gathering Societies

Pastoral Societies

Horticultural Societies

Agrarian Societies

Pre-industrial Societies and Industrial Societies

**Unit II: Social Institutions-Marriage, Family and Kinship**

Marriage- Meaning, Functions, Types, Changing Patterns in Marriage System

Family- Meaning, Functions, Types, Changing Functions of Family in Modern Society.

Kinship System- Basic Concepts, Types, Usages

Descent System- Matrilineal and Patrilineal





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### **Unit III: Role, Status, Power and Authority**

The concept of Role and Status- Meaning, Nature, Social need for Status System, Determination of Status-Ascription and Achievement of Status

Power- Meaning, Authority, Types of Authority

Leadership- Nature, Types and functions of Leadership

### **Unit IV: Social Control**

Meaning, Nature, Purpose, Types of Social Control- Formal and Informal

Informal Agencies of Social Control- Folkways, Mores, Religion, Sanctions, Norms, Ritual and Etiquettes

Formal Agencies- Law, Education, Public Opinion, Propaganda and Coercion

### **COURSE OUTCOME**

After studying the course, the student will be able to-

1. Learn and list the features of different types of Human Societies
2. Acquire Knowledge on fundamental Social Institutions
3. Understand the basic social conditioning and analyse their emerging concern
4. Describe various social control measures and illustrate conformity and deviance in a Social Perspective

### **Books for Study**

Rao, Shankar, C.N., *Sociology*, New Delhi, S Chand Publication, 2012

Gisbert, P., *Fundamentals of Sociology*, Bombay: Orient Longmans, 1957

MacIver, R.M. and Page C.H. *Society: An Introductory Analysis*, London: Macmillan, 1962

Worsley, P., *Introducing Sociology*, Penguin Books, 1970

Davis, K., *Human Society*, New York: Macmillan, 1949.

Bottomore, T.B., *Sociology: A Guide to Problems and Literature*, London George Allen & Unwin, 1962

Dasgupta, Samir, Paulomi Saha, *An Introduction to Sociology*, New Delhi, Dorling Kindersley, 2012

Bhusan, Vidya, Sachdeva, D.R. *An Introduction to Sociology* New Delhi Kitab Mahal, 2015.

Rawat, H.K., *Contemporary Sociology*, Jaipur, Rawat Publications, 2013.

Ginsberg, M., *Sociology*, London: Oxford University Press, 1934.

Johnson, H.M., *Sociology: A systematic Introduction*, New York: Harcourt Brace & co., 1960

### **Books for Reference:**

Giddens, Anthony., *Sociology*, Cambridge: polity, 1984.

Horton, P.B. and Hunt, C.L., *Sociology*, New York: McGraw-Hill Co., 1964



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)  
Fletcher,R., *The making of sociology (vol 2)*, New York:Scribner's, 1971.

Alex Thio., *Sociology-A Brief Introduction*, Allyon and Bacon, 2000

Bogardus,E.S.,*Sociology*, New York:Macmillan co.,1954.

Dube, S.C., *Understanding Changes*,New Delhi:Vistaar publications,1988.

## **RIMT UNIVERSITY**

### **SCHOOL OF HUMANITIES**

**PROGRAMME: BA**

**SEMESTER: III**

**COURSE/SUBJECT: SOCIOLOGY**

**CODE: BASO-2306**

**L=3, T=1, P=0, CR=4**

#### **COURSE OBJECTIVES**

1. Recognize the fundamental cultural origins of Indian society.
2. Learn about different methods for studying Indian society.
3. Discuss the particular structure and distinctive features of Indian society.
4. Create a concept for the social structure of India and look into how rural social institutions have changed.

#### **Unit I: Approaches to Study Indian Society**

Evolutionary approach

Ideological approach- Hindu view of life

Structural approach- Structural Differentiation

Cultural approach- Sanskritization, Westernization, Modernization

#### **Unit II: Unity and Diversity**

Features of Indian society- Rural and Urban

Forms of Diversity in India- Linguistic, Religious, Racial, Caste and Tribes

Bonds of Unity in India- Geographical, Religious, Political and tradition of interdependence

#### **Unit III: Basis of Social Stratification in India**

Varnashrama Dharma- Caste System- Origin and Features,

Interdependence of Caste- Jajmani System, Changes in Indian Caste System- Mobility in Caste, Merits and

Demerits of Caste System



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#### **Unit IV: Rural Social System and Economy**

Socio-cultural Dimensions of Village Community, Features, Growth Characteristics of Indian Villages, Traditional Power Structure, Changes in Village Community, Changing Structure of Rural Economy, Agrarian labour, Rural Indebtedness  
Changing Economy after Independence-Liberalization, Privatization, Globalization

#### **COURSE OUTCOME**

After studying the course, the student will be able to-

1. Understand the basic traditional roots of Indian Society
2. Acquire Knowledge on various approaches to study of Indian Society
3. Discuss the unique nature and peculiar stratification of Indian society
4. Generate an Idea on Indian Social Structure and verify the changes occurred in the rural Social Institutions

#### **Books for Study:**

Srinivas, M.N., India: Social Structure, New Delhi: Publications Division, 1969.  
Ram Ahuja. Society in India, New Delhi Rawat Publication, 2000.  
Srinivas M.N., Castes In modern India, New York: Asia Publishing House, 1962  
Bottomore T.B., Classes in Modern Society, London: George Allen & Unwin, 1965.  
Ghuraye, G.S., Caste and Class in India, Bombay: Popular Book Depot, 1950.  
Dhanagare, D.N., Themes and Perspectives in Indian Society, New Delhi, Rawat Publications, 1998.  
Dube S.C., Indian Villages, London, Cornell University Press, 1955.  
Srinivas M.N., India's villages, Bombay, Media Promoters, 1966  
Rao, Shankar, C.N., Sociology, New Delhi, S Chand Publication, 2012

#### **Books for Reference:**

Mukherjee, Ramakrishna. Sociology of Indian society, Bombay, Allied Publishers, 1979.  
Sharma, K.L., Social inequality in India, New Delhi, Rawat, 1999.  
Singh Yogendra., Theory and Ideology in Indian Sociology, New Delhi, Rawat, 1996  
Nagla, B.K., Indian Sociological Thought, New Delhi, Rawat, 1999.



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**RIMT UNIVERSITY  
SCHOOL OF HUMANITIES**

**PROGRAMME: BA**

**COURSE/SUBJECT: SOCIOLOGY**

**CODE: BASO-2406**

**SEMESTER: IV**

**L=3, T=1, P=0, CR=4**

**COURSE OBJECTIVES**

1. Recognize the fundamental tenets of sociological theory
2. Examine sociological theories from the perspective of interaction.
3. Gain awareness of neo-classical theories and be able to tell them apart from classical ones.
4. Explain sociological theories using the situation of India.

**Unit I: Sociological Theory**

What is Social Theory?

Trends in Sociological Theories

Theory, Culture and Society

**Unit II: Functionalist Perspective**

Emile Durkheim: The Elementary Forms of Religious Life,

Division of Labour, Theory of Suicide

**Unit III: Interpretative Perspective**

Max Weber: The Protestant Ethic and the Spirit of Capitalism

Bureaucracy

**Unit IV: Conflict Perspective**

Karl Marx: Class Struggle

Manifesto of the Communist Party

**COURSE OUTCOME**



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After studying the course, the student will be able to-

1. Understand the basic foundation of Sociological Theory
2. Analyse sociological theories from Interaction Perspective
3. Perceive an idea on neo-classical Theories and distinguish them from classical.
4. Illustrate Sociological Theories from the Indian context

**Books for Study:**

Turner, J., *The Structure of Sociological theory*, Homewood: Dorsey Press, 1974.

Abraham, M. Francis and Morgan, *Sociological Thought*, New Delhi: Macmillan India Ltd, 1985.

Haralambos, M. and Heald, R.M., *Sociology themes and Perspectives* New Delhi, Oxford university press, 2000.

Elliot, Antony. *Contemporary social Theory*, Rutledge, 2009.

Fletcher, R., *The making of sociology*, (vol 2), New York: Scribner's, 1971.

Coser Lewis, *Masters of sociological Thought*, Jaipur, Rawat Publication, 1996.

Kon, I.S., *A history of classical Sociology*(ed), Mascow, Progressive Publishers, 1989.

Collins Randall. *Sociological Theory*, Jaipur, Rawat, 1997.

Sharma R.N., Sharma R.K., *Contemporary Sociological Theories*, Bombay, Media publishers, 1988.

Doshi, S.L., *Modernity, Post modernity and Neo- Sociological Theories* Jaipur, Rawat Publication, 2003.

**Books for Reference:**

Paramjit, S. Judge, *Foundation of Classical sociological Theory*, Pearson Education India 2012.

Timasheff, N.S., *Sociological theory-its nature and Growth*, New York: Random House, 1967.

Abraham, M. Francis, *An introduction to Concepts and theories*, New Delhi: Macmillan India Ltd, 1985.

Nisbert, *The Sociological Tradition*, London, Heinemann Educational books ltd, 1967.



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**RIMT UNIVERSITY**  
**SCHOOL OF HUMANITIES**

**PROGRAMME: BA**

**COURSE/SUBJECT: SOCIOLOGY**

**CODE: BASO-3506**

**SEMESTER: V**

**L=3, T=1, P=0, CR=4**

**COURSE OBJECTIVES**

1. Recognize the fundamental principles of social research
2. Understanding the many stages of social research
3. learn how to perform scientific research
4. processing design data with computer application methods

**Unit I: Fundamentals of Social Research**

Social Research- Definition and Meaning, Types of Social Research- Basic, Applied and Action Research,  
Qualitative and Quantitative Research,

**Unit II: Research Process**

Formulation of research problem, Review of Literature, Definitions of concepts and variables, Formulation of Hypothesis,  
Research Design- Meaning, Steps and types of Research Design.

**Unit III: Sample Design and Data Collection**

Definition, Purpose of Sampling, Types of Sampling  
Data Collection, Methods of Data Collection, Primary and Secondary sources of data,  
Tools of Data Collection-, Interview Schedule, Questionnaire, Case Study, Social Survey

**Unit IV: Data Analysis and Report Writing**

Analysis of Data- Editing, Coding, Tabulation and Graphical representation  
Report Writing, Relevance of Statistics and Computer in Social Research

**COURSE OUTCOME**

After studying the course, the student will be able to-

1. Understand the basic foundation of Social Research
2. Perceive Knowledge on various steps in Social Research
3. Develop skills in conducting Scientific inquiry



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4. Design data processing using computer application techniques

**Books for Study:**

Goode, W.J., and Hatt. P.K., Methods in Social Research, New York, McGraw Hill,1981.

Kothari, C.R., Research Methodology-Methods and Techniques, Visha Prashana, 1985.

Bajpai. S.R., Methods of Social Survey and Research, Kanpur, Kitab Ghar, 1960.

Ramachandran, P., Training in Research Methodology in Social Sciences in India, Bombay, Publishing House, 1986.

Sharma R.N. and Sharma P.K., Research Methods in Social Sciences. New Delhi, Ballinger publishers, 1978.

Krishnaswami, O.R., Methodology of Research in Social Sciences, New Delhi, Himalaya publishers,2003.

Ahuja Ram., Research Methods, New Delhi, Rawat Publications, 2001.

**Books for Reference:**

Neuman, W. Lawrence, Social Research Methods – Quantitative and Qualitative Approaches, New Delhi, Dorling Kindersley,2006.

Young P.V., Scientific Social Surveys and Research, New Delhi, Prentice Hall, 2005.

Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, New Delhi, Himalaya Publishers 2002.



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## **SCHOOL OF HUMANITIES**

**PROGRAMME: BA**

**COURSE/SUBJECT: SOCIOLOGY**

**CODE: BASO-3606**

**SEMESTER: VI**

**L=3, T=1, P=0, CR=4**

### **COURSE OBJECTIVES**

1. Recognize how society feels about health, illness, and the practise of medicine
2. Understand the connection between culture, health, and lifestyle-related diseases
3. The Social Determinants of Health should be described.
4. Explain the connection between health and the environment and describe how to handle health issues.

### **Unit I: Sociology of Health**

Meaning and Definition of Health, The relationship between human health and Sociology.

Social Determinants of Human Healthcare.

### **Unit II: Basic Concepts of Health and Illness**

Health and Illness, Social Epidemiology, Diseases, Endemic and Epidemic diseases,

Communicative Diseases, Hygiene and Mental Health.

### **Unit III: Culture, Health and Lifestyle Diseases**

Historical development of attitudes towards health and illness,

Cultural differences in interpretation of diseases

Lifestyle diseases- Obesity, Hypertension, and Diabetes

Social stigma

### **Unit IV: Health, Environment and Management of Health Problems**

Environmental Sanitation, Disposal of waste and waste management,

Attitude and utilization of medicine

Role of healthcare organizations, Community Health Programmes and health policies

### **COURSE OUTCOME**

After studying the course, the student will be able to-

1. Understand the outlook of society towards Health, illness and the institution of Medicine
2. Perceive Knowledge on relationship between Culture, Health and Lifestyle Diseases
3. Describe the Social Determinants of Health
4. Illustrate the relationship between Health and Environment and distinguish the management of Health Problems

### **Books for Study:**





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Metha, S.R., Society and Health, Punjab, Vikas Publishing House, 1992.

Madhu Nagle, Sociology of Medical Profession, A Study of Medical Organization and Profession of Medicine in Haryana - Rawat Publications. 1988.

Monica Das Gupta Lincoln. C. C. T. N. Krishnan (Edit) Women's Health in India Risk and Vulnerability, Oxford University Press. New Delhi. 1996.

Gregory. L. Weir and Lymne E., Sociology of Health, Healing Illness, Linguist Prentice Hall, 1997.

Giddens Anthony, Sociology (Ed 6th) UK, Polity press, 2009.

**Books for Reference:**

Cockerham, William C. Medical sociology, Englewood, Cliffs, PrenticeHall, 1978.

Dak, T.M. Sociology of Health in India, New Delhi, Kaveri Printers, 1991.

Graham, Scrambler, Sociological Theory and Medical Sociology, London, Tavistock Pub, 1987.

**SUBJECT TITLE: History B.A./B.Ed**

**SUBJECT CODE: BAHIS1107**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: I**

**CONTACT HOURS/WEEK:**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Internal Assessment: 40**  
**End Term Exam: 60**  
**Duration of Exam; 3 Hrs**

### **COURSE OBJECTIVES**

History is subject through which one can go through the experiences of the past, especially belongs to the human world. The objective of this paper is to intimate students of such series of events, achievements made by the people, which became important with the passage of time:

#### **Contents of Syllabus:**

<b>Sr. No</b>	<b>Contents</b>	<b>Contact Hours</b>
<b>UNIT-I</b>	<b>Sources of Indian History:</b> 1. Non-Historical Works 2. Historical Literature 3. Foreign writings 4. Archaeological Sources: (Inscriptions, Coins, Monuments )	<b>11</b>

<b>UNIT-II</b>	<p><b>Pre-Historic Period</b></p> <ol style="list-style-type: none"> <li>1. Paleolithic Age</li> <li>2. Neolithic Age (Fire, The Advent of metals)</li> <li>3. Chalcolithic Age (New Discoveries, Buildings, Agricultures, Food, animals, stones and metals, ornaments, Households articles, weapons, games, weights, Dress, Religion, disposal of the dead, knowledge of writings, art etc. )</li> <li>4. Indus Valley civilizations</li> <li>5. The Vedic Age; The Rig-Veda age (Origin and home of the Aryans, Political organizations, Family life, trade, occupations, Food, Drinks,)</li> <li>6. Later Vedic Age; Rise of Powerful States, Religion and Culture, Village Organizations; Sabha and Smiti Republics and Kingdom, 600-321 B.C.: Mahajan padas; the rise of Magadha.</li> <li>7. The Mauryan Empire: Central and Provincial Administration; revenue, judicial and local administration; Ashoka's Dhamma.</li> </ol>	<b>11</b>
<b>UNIT-III</b>	<ol style="list-style-type: none"> <li>8. Mahajan padas; the rise of Magadha.</li> <li>9. Religious Movements: The Age of Mahavira and the Buddhas; Causes of the spread of Buddhism, life and teachings of Mahavira and Mahatma Buddha.</li> </ol>	<b>11</b>
<b>UNIT-IV</b>	To visit and survey an ancient site nearby and write a note on history and main features of this site.	<b>12</b>

**COURSE OUTCOMES :**

1. Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
2. Students can gather knowledge about the society, culture, religion and political history of ancient India.



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3.Students will also acquire the knowledge of changing socio-cultural scenarios of India.

4.They learn about pre and proto history of our country, emergence and growth of earlier dynasties like Maurya, Gupta and the empires in Post Maurya period as well as in Post Gupta period.

**Recommended Books:**

1. India’s History of Ancient India, R. S. Tripathi, Motilal Banarsi Das, Delhi, Reprinted, 1981
2. Ancient Past; R.S. Sharma, Oxford University Press USA, 2004
3. Prachin Bharat Ka Itihas ; (Tr. Hindi), Rama Shankar Tripathi, 1998
4. Prachin Bharat ke Pramukh Abhilekh ; P. L. Gupta,1988
5. Ancient Indian History Culture and Archaeology, P. L. Gupta.
6. The Penguin History of Early India; from the Origin to A.D.1300 : Romila Thapar, 1<sup>st</sup> Edition 2003

**Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consists of six questions of four marks each, with alternatives questions. Section C will have three questions covering remaining part of the syllabus consisting of eight marks each.

**SUBJECT TITLE: History B.A.**

**SUBJECT CODE: BAHIS1207**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: II**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hr**

**COURSE OBJECTIVE:**



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History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of such series of events, achievement made by the people in past, which became important with the passage of time. This paper also includes India's interaction with outside world, through foreign invasions.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	1. Teachings of Guru Nanak, Development of Sikh Institutions : langar, Manji, Masand, gurdwara 2. Compilation of the Adi Granth causes and significance of the martyrdom of Guru Arjan Dev. 3. Guru Har Gobind's new policy and its justification; martyrdom of Guru Tegh Bahadur and its significance.	<b>11</b>
<b>UNIT-II</b>	4. Circumstances leading to the creation of Khalsa and its significance; the new injunctions and symbols of the Khalsa. 5. Establishment of independent rule under Banda Bahadur; socio-economic transformation. 6. Role of Rakhi, Gurmata and Dal Khalsa in 18th century polity; emergence of autonomous chiefs.	<b>11</b>



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<b>UNIT-III</b>	<p>7. Unification under Ranjit Singh; expansion of the Kingdom of Lahore</p> <p>8. Civil &amp; Provincial administration; Land Revenue system under Maharaja Ranjit Singh</p> <p>9. Social Structure in the early 19th century Punjab.</p>	<b>11</b>
<b>UNIT-IV</b>	<p>10. Anglo-Sikh relations upto 1839; political developments 1839-1849.</p> <p>11. First Anglo-Sikh war; second Anglo-Sikh war and the annexation of the Punjab.</p>	<b>12</b>

### COURSE OUTCOMES

1. The students will understand the importance of the Punjab History.  
They will learn how the changes during Guru Period.
2. They will learn about origin of Sikh philosophy and Sikhism.
3. Students will know the relation between the Mughal Rulers and Sikh Gurus.
4. Students will know the Political administration during this period
5. Students will learn about Maharaja Ranjit Singh for bringing Sikhs together and establishing the affluent Sikh Empire.

#### **Recommended Books:**

1. Banerjee, I.B., Evolution of the Khalsa, 2 Vols., Calcutta : A Mukherjee & Co., 1979 (2nd edn.).
2. Banga, Indu (ed.), Five Punjabi Centuries : Polity, Economy, Society and Culture c. 1500-1900, New Delhi : Manohar, 1997



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- . 3. Fauja Singh, State and Society under Maharaja Ranjit Singh, Master Publishers, Delhi.
- 4. Grewal, J.S., The Sikhs of the Punjab : The New Cambridge History of India, New Delhi : Cambridge University Press, 1999 (2nd edn.).
- 5. Khushwant singh, A History of the Sikhs Volume I and II
- 6. McLeod, W.H., Sikhs and Sikhism, New Delhi : Oxford University Press, 2000.
- 7. Sinha, N.K., Rise of the Sikh Power, Calcutta : A Mukherjee & Co., 1973
- 8. Teja Singh and Ganda Singh, A Short History of the Sikhs, 1469-1765 ,Vol.I, Patiala : Punjabi University, 1983. \*\*\*\*\*

**Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consists of six questions of four marks each, with alternatives questions. Section C will have three questions covering remaining part of the syllabus consisting of eight marks each.

**SUBJECT TITLE: History B.A./B.Ed**

**SUBJECT CODE: BAHIS2307**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: III**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**  
**End Term Exam: 60**  
**Duration of Exam; 3 Hrs**

**COURSE OBJECTIVE:**

History is subject through which one can go through the past events, especially belongs to the human civilizations. The objective of this paper is to intimate the students to such series of events, achievements made by the people in early medieval India to the Mughal period onwards, which became important with the passage of time:

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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<b>UNIT-I</b>	<p>HISTORY OF INDIA 1200-1750 A.D.</p> <ol style="list-style-type: none"> <li>1. Early Medieval India; The Reign of Harsha. Major Dynasties; The Pal, Partihar and Rashtrakut Dynasties. The Chola Empire.</li> <li>2. Establishment of Turkish rule under Muizuddin of Ghor; Consolidation under Qutubuddin Iqbal, Iltutmish and Balban.</li> <li>3. Razia Sultan ; The First Muslim Women Ruler of India</li> <li>4. Condition of Women in India during 12<sup>th</sup> Century CE to 18<sup>th</sup> Century CE, Administration under Delhi Sultanate</li> <li>5. Vijaynagar Empire: Establishment; Administration; Economy, The Lodhis.</li> </ol>	<b>11</b>
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<b>UNIT-II</b>	<p>6. The Afghans: Establishment of Afghan power under Sher Shah Suri; administrative reforms, Land Revenue system of Sher Shah Suri</p> <p>7. The Mughal Empire: Mansabdari system; Jagirdari System. Agrarian Crises in Mughal Period. Debates on the Decline of Mughal Empire.</p>	<b>11</b>
<b>UNIT-III</b>	<p>8. Evolution and main features: Bhakti movement; Sufism</p> <p>9. Important Historical places: Lahore, Delhi, Agra, Mathura, Fatehpur Sikri, Chittor, Jaipur, Udaipur, Panipat, Lucknow, Ahmednagar, Poona, Surat, Golkonda, Bijapur, Daulatabad</p>	<b>11</b>
<b>UNIT-IV</b>	Visit and Survey a site nearby related to the Mughal Dynasty and write a note on history and main features of this site.	<b>12</b>

### COURSE OUTCOMES

1. To acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India.
2. To study the contribution of Vijayanagar and Bahmani kingdoms to Medieval Indian History.
3. To examine the administrative, socio-economic and cultural aspects of Medieval India .



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4. Students will learn about the Mughals and their relation with Rajput, Sikhs, Decan. Marathas and central Asia. They get an idea about Bengal under Mughal reign. Mughal administration with emphasize on Mansabdari, jagirdari, zamindari system are included in this paper.

### **Recommended Books:**

1. The Mughal State 1526-1750, New Delhi : Oxford University Press, 1998.
2. Satish, Chandra, : Medieval India from Sultanate to the Mughals (1206-1526), New Delhi : Har-Anand Publications Pvt. Ltd., 1997.
3. Chandra, Satish : Medieval India from Sultanate to the Mughals, Part -II Mughal Empire (1526-1748).
4. Chandra, Satish : Essays on Medieval Indian History, New Delhi : Oxford University Press, 1987.
5. Chandra, Satish : History of Medieval India, Delhi : Orient Black Swan, 2007 (Hindi Medium).
6. Habib, Irfan : Medieval India : The Study of Civilization, New Delhi : National Book Trust, India, 2008.
7. Ray Chaudhri Tapan and Irfan Habib : The Cambridge Economic History of India, Vol. I., c. 1200-c.1750, New Delhi : Orient Longman, 2007.
9. The wonder that was India; A.L. Basham, Paperback, Edition 2004

### **Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consists of six questions of four marks each, with alternatives questions. Section C will have three questions covering remaining part of the syllabus consisting of eight marks each.



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**SUBJECT TITLE: History B.A./B.Ed**

**SUBJECT CODE: BAHIS2407**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: IV**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3**

**COURSE OBJECTIVE:**

History is subject through which one can go through the past events, especially belongs to the world's human civilizations. The objective of this paper is to intimate the students to such series of events, achievement made by the people in the past, which became important with the passage of time. This paper includes the establishment of British rule in India and its impact on Indian economy, polity and culture.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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<b>UNIT-I</b>	<ol style="list-style-type: none"> <li>1. Establishment of British rule in India.</li> <li>2. British Imperial Attacks upon Indian Culture and Civilization; Establishment of British East India Company</li> <li>3. The Meaning, Nature and Content of Nationalism and its Historiography</li> <li>4. Establishment of Indian National Congress</li> <li>5. Causes of the rise of Nationalism in India; Different Phases</li> <li>6. Quit India Movement</li> </ol>	<b>13</b>
<b>UNIT-II</b>	<ol style="list-style-type: none"> <li>7. Swadeshi and Bahishkar Movement, Non-Co-operation Movement, Civil Disobedience ; Khilafat Movement</li> <li>8. Simon's Commission</li> <li>9. Round Table Conferences</li> </ol>	<b>10</b>



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<b>UNIT-III</b>	10. Quit India Movement, Cripps Mission, Cabinet Mission 11. Government of India Act 1935 12. Lal, Bal, Pal, Mahatma Gandhi, Chiranjan Das Moti Lal Nehru, Sardar Bhagat Singh, Sukh Dev Rajguru, Jatin Das	<b>10</b>
<b>UNIT-IV</b>	Visit and Survey a site nearby remained the most sensitive during freedom struggle and write a note on history and main features of this site.	<b>12</b>

#### **Course out come:**

1. To understand the mid – eighteenth century this paper is considered as mandatory.
2. Students will gather knowledge about expansion and consolidation of British Empire, economic changes.
3. The course is designed to make the student aware about the making of modern India and the struggle for independence.
4. Students will gather knowledge about nationalism, genesis of congress, moderates, extremists, Gandhi and his movements, Subhas Basu and his INA.

#### **Recommended Books:**

1. A Brief History of Modern India, Rajiv Ahir, 2017
2. Wonder that was India, by A. L. Basham, 2004
3. Illustrated Cultural History of India, by A.L. Basham, 2007
4. History of South India, by Nilakanta Sastri,
5. Dakshin Bharat ka Itihas, Ram Vriksha Benipuri,
6. **Instruction of Question Paper setter**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consists of six questions of four marks each, with alternatives questions. Section C will have three questions covering remaining part of the syllabus consisting of eight marks each.

**SUBJECT TITLE: History B.A./B.Ed**

**SUBJECT CODE: BAHIS3507**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: V**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 Hrs**

**Objectives of the course:**

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students to such series of events, achievement made by the people in the past, which became important with the passage of time. This paper is about the study of some major events of world history:

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	1. Rise of Modern Age; Renaissance and Reformation 2. French Revolution; Causes and effects 3. Napoleon ; Life and Achievement, Causes of His Downfall 4. Congress of Vienna Congress and its significance 5. Rise of Nationalism; Unification of Italy and Germany	<b>11</b>
<b>UNIT-II</b>	6. Industrial Revolution 7. Russian Revolution; Causes and consequences 8. European society before world war I	<b>11</b>



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<b>UNIT-III</b>	9. First world War, cause and effects 10. Rise of Fascism in Italy 11. Rise of Nazism in Germany 12. Economic depression in USA in 1929, causes and impacts.	<b>11</b>
<b>UNIT-IV</b>	Visit and survey a site nearby remained the most sensitive during first World War and write a note on it.	<b>12</b>

**outcome of course:**

From this paper students will learn about decline of feudalism and rise of modern era, renaissance, reformation,

To enable the students to comprehend the transition of Europe from medieval to modern times and its impact on the world.

Students will learn about rise of absolutist state, glorious movements Germany and Italian unification, 1st World War, peace settlement and 2nd World War etc

To provide accurate knowledge of the most significant events and personalities of the period under study and encourage understanding of the making of the modern world.

**Recommended Books:**

1. C. D .Hazen; Modern Europe up to 1945
2. E.H. Carr, International Relation between the two worlds, 1990
3. Norman Devis; Europe A History, 1998
4. D.S. Sahota; Europe Da Itihas,
5. V.D.Mahajan. Audhunik Europe ka Itihas 2014
6. J. E. Swain, History of World Civilizations (English and Punjabi),

**Instruction of Question Paper setter**

The question paper will consist of three sections: A, B and C. Sections. A will have 12 questions of 12 marks, each from respective sections and students are expected to attempt all. Section B will consists of six questions of four marks each, with alternatives questions. Section C will have three questions covering remaining part of the syllabus consisting of eight marks each.



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**SUBJECT TITLE: History B.A./B.Ed**

**SUBJECT CODE: BAHIS3607**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
4	1	0	4

**SEMESTER: 6th**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam; 3 H**

### **COURSE OBJECTIVES**

History is subject through which one can go through the past events, especially belongs to the human world. The objective of this paper is to intimate the students of the History to such series of events, achievement made by the people in Punjab region, which became important with the passage of time:

#### **Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	1. British Administration: new structure; formation and achievements of Board of Administration 2. British Agrarian Policy; commercialization of agriculture 3. Developments in Irrigation; transport and communication	<b>13</b>





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<b>UNIT-II</b>	<p>4. Growth of Modern Education</p> <p>5. Socio-Religious Reform- main ideas of Namdharis; Singh Sabha; Arya Samaj; Ad Dharam Movement.</p> <p>6. Political awakening: agitation of 1907; Ghader Movement</p>	<b>10</b>
<b>UNIT-III</b>	<p>7. Growth of Political consciousness: Jallian wala bagh; Gurudwara Reform Movement</p> <p>8. Circumstance leading to partition.</p> <p>9. Rehabilitation and resettlement</p>	<b>10</b>
<b>UNIT-IV</b>	<p>10. Punjabi Suba Movement and Reorganization Act 1966</p> <p>11. Agricultural development: Green Revolution; Land reforms Punjab immediately after the independence (Political and Economic condition)</p>	<b>12</b>

COURSE OUTCOMES

- 1.The students will understand the importance of the Punjab History.
- 2.The course is designed to make the student aware about the making of modern India and circumstances for Punjab Partition.
- 3. Students from history stream will get knowledge about the penetration, expansion and consolidation of British Rule in Punjab.**
- 4.Punjab awakening, cultural changes and socio-religious reforms movements.**



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## **5. Students of History acquire knowledge about communal politics, partition of Punjab in between 1947-1950.**

### **Recommended Books:**

1. Joshi, L.M. (ed.) : History and Culture of the Punjab, Part I, Publication Bureau, Punjabi University, Patiala, 1989 (3rd edn.)
2. 2. Joshi, L.M. and Singh, Fauja (ed.) : History and Culture of the Punjab, Vol. I, Punjabi University, Patiala, 1977.
3. Prakash, Buddha : Glimpses of Ancient Punjab, Punjabi University, Patiala, 1983.
  
4. Fauja Singh; Some aspects of States and Society under Ranjit Singh.
5. . 2. Fauja Singh : Freedom Struggle in the Punjab, Punjabi University, Patiala, 1974. 3. J.S. Grewal : The Sikhs of the Punjab, The New Cambridge History of India, Orient Longman, 1990
6. Foundation Books, New Delhi, 1994. 4. Khushwant Singh : A History of the Sikhs, Vol. II, 1839-1988, Oxford University Press, Delhi, 1991. 5
7. . Satya, M. Rai : Heroic Tradition in the Punjab, 1900-1947, Punjabi University, Patiala, 1978. 6. P.N. Chopra, B.N. : A Social,Cultural & Economic History of India, Vol. III, Puri and M.N. Das Macmillan, Delhi, 1974. 7.
8. K.C. Yadav and : Haryana Aitihāsik Simhavalokan (Hindi), Haryana Sahitya Akademy, S.M. Fogat Chandigarh, 1991 8. R.S. Johar, and J.S : Studies in Punjab Economy, GNDU



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**PROGRAM: BA**

**SEMESTER: I**

**COURSE/SUBJECT: Political Science**

**SUBJECT CODE: BAPS-1109**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs.**

**Course Objectives:**

- To understand the Nature of the Political Science
- Students will be able to understand the Distinction between Political Science & Political Theory
- To understand Relationship of Political Science with Economics, History, Sociology & Psychology
- Students will be able to understand State and Theories of the Origin of the State
- To acquaint Students with Welfare State, Sovereignty and Theories of Sovereignty

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	1. Political Science: Meaning, Nature & Scope; Traditional & Modern Views 2. Distinction between Political Science & Political Theory 3. Relationship of Political Science with Economics, History, Sociology & Psychology	<b>12</b>
<b>UNIT-II</b>	4. State: Meaning, Definition & Elements 5. Distinction of State from Govt., Society and Association	<b>11</b>



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<b>UNIT-III</b>	6. Theories of the Origin of the State: Marxian, Social Contract & Evolutionary 7. Functions of State: Liberal, Marxian Perspective 8. Welfare State Concept	<b>12</b>
<b>UNIT-IV</b>	9. Sovereignty: Meaning, Definition, Attributes & Types 10. Monistic & Pluralistic Theories of Sovereignty	<b>10</b>
	<b>TOTAL</b>	<b>45</b>

#### Course Outcomes:

- In order to comprehend the nature of political science
- Students will be able to distinguish between political theory and political science.
- to comprehend how political science relates to other disciplines such as economics, history, sociology, and psychology
- Students will be able to comprehend the state and theories surrounding its origin.
- To familiarize students with the welfare state, sovereignty, and sovereignty theories

#### Recommended Books

- Bhargava, R. and Ashok Acharya (2008) 'Political Theory: An Introduction. New Delhi: Pearson Longman.
- Vinod, M.J and Deshpande, Meena (2013) 'Contemporary Political Theory', PHI, New Delhi
- Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3rd Reprint, New Delhi.
- Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
- Bellamy, R. (1993), (ed.) 'Theories and Concepts of Politics'. New York: Manchester University Press.
- Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London: Macmillan.
- Heywood, Andrew (2016) (Reprint) 'Political Theory: An Introduction', Palgrave, UK.

#### Further Reading

- Kukathas, Ch. and Gaus, G. F. (2004) (eds.) 'Handbook of Political Theory'. New Delhi, Sage.
- Vincent, A. (2004) 'The Nature of Political Theory'. New York: Oxford University Press.
- Mckinnon, C. (ed.) (2008) 'Issues in Political Theory', New York: Oxford University Press.



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- Arblaster, A. (1994) 'Democracy', (2nd Edition), Buckingham: Open University Press.
- Parekh, B. (2000), 'Rethinking Multiculturalism: Cultural Diversity and Political Theory', Macmillan Press, London

**PROGRAMME: BA**

**SEMESTER: II**

**COURSE/SUBJECT: Political Science**

**SUBJECT CODE: BAPS-1209**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs.**

### **Course Objectives:**

- To understand the Nature of the Political System and Political Culture
- Students will be able to understand the Political Socialization and Liberty
- To understand Rights & Duties
- Students will be able to understand Equality, Justice
- To acquaint Students with Democracy and Theories of Democracy

### **Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	1). Political System: Meaning, Characteristics & Functions. 2). Political Culture: Meaning, Characteristics & Types.	<b>11</b>
<b>UNIT-II</b>	3). Political Socialization: Meaning, Characteristics & Agencies. 4). Liberty: Meaning, Types & its Safe Guards.	<b>11</b>
<b>UNIT-III</b>	5). Equality: Meaning, Types & Relationship between Liberty & Equality. 6). Justice: Meaning & its Various Dimensions.	<b>11</b>



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<b>UNIT-IV</b>	7).Rights & Duties: Meaning, Types & Relationship between the two. 8). Democracy:Meaning, Characteristics & Types. 9). Theories of Democracy: Liberal, Marxian.	<b>12</b>
	<b>TOTAL</b>	<b>45</b>

### Course Outcomes:

- Knowing the Political System and Political Culture's Nature
- The political socialization and liberty will be understood by the students.
- to be aware of one's obligations
- Students will gain an understanding of equality and justice.
- To familiarize students with democracy and democratic theories

### Recommended Books

- Bhargava, R. and Ashok Acharya (2008) 'Political Theory: An Introduction. New Delhi: Pearson Longman.
- Vinod, M.J and Deshpande, Meena (2013) 'Contemporary Political Theory', PHI, New Delhi
- Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3rd Reprint, New Delhi.
- Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
- Bellamy, R. (1993), (ed.) 'Theories and Concepts of Politics'. New York: Manchester University Press.
- Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London: Macmillan.
- Heywood, Andrew (2016) (Reprint) 'Political Theory: An Introduction', Palgrave, UK.

### Further Reading

- Kukathas, Ch. and Gaus, G. F. (2004) (eds.) 'Handbook of Political Theory'. New Delhi, Sage.
- Vincent, A. (2004) 'The Nature of Political Theory'. New York: Oxford University Press.



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- Mckinnon, C. (ed.) (2008) 'Issues in Political Theory', New York: Oxford University Press.
- Arblaster, A. (1994) 'Democracy', (2nd Edition), Buckingham: Open University Press.
- Parekh, B. (2000), 'Rethinking Multiculturalism: Cultural Diversity and Political Theory', Macmillan Press, London

**PROGRAMME: BA**

**SEMESTER: III**

**SUBJECT TITLE: Political Science**

**SUBJECT CODE: BAPS-2309**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs.**

**Course Objectives:**

- To understand the Constituent Assembly and the making of the Indian Constitution
- Students will be able to understand the
- To understand Basic Features of the Indian Constitution and Preamble
- Students will be able to understand Parliament, President, Governor, State Legislature and State Council of Ministers
- To acquaint Students with Composition, Powers of Supreme Court and High Court

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
UNIT-I	1. Constituent Assembly and the making of the Indian Constitution 2. Basic Features of the Indian Constitution 3. Preamble & Its Importance	11



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<b>UNIT-II</b>	4. Parliament: Composition, Powers, Role, Prime Minister and Cabinet. 5. President: Election, Powers, Position and its Changing Role	<b>11</b>
<b>UNIT-III</b>	6. State Legislature: Composition, Powers and Role 7. State Council of Ministers: Chief Minister: Appointment, Powers, Role and Position 8. Governor -Appointment, Powers and Role	<b>12</b>
<b>UNIT-IV</b>	9. Supreme Court: Composition, Powers and Judicial Review 10. High Court: Composition, Powers and Role.	<b>11</b>
	<b>TOTAL</b>	<b>45</b>

#### Course Outcomes:

- Understanding the Constituent Assembly and how the Indian Constitution was created
- The Preamble and Basic Features of the Indian Constitution will be understood by the students.
- Students will be able to comprehend the State Council of Ministers, the State Legislature, the President, the Governor, and the Parliament.
- To familiarize students with composition, high court and supreme court authority

#### Recommended Books:

1. G. Austin: The Indian Constitution : CornerStone of a Nation, Oxford University Press, 1966
2. G. Austin: Working of a Democratic Constitution : The Indian Experience, Delhi, Oxford University Press, 2000
3. D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994
4. C.P. Bhambari: The Indian State fifty years, New Delhi, Sipra, 1997
5. Morris Johnes: Government and Politics of India, The Eothen Press; 4th Revised edition (1 October 1987)
6. P. Brass: Ethnic Groups and the State, London, Croom Helm, 1995
7. P. Brass: Language, Religion and Politics in North India, London, Cambridge University Press, 1974





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8. B.L. Fadia: State Politics in India, Vol. II, New Delhi, Radint Publisher, 1984
9. Laxmikant, Indian Polity, Mchraw Hill Education, New Delhi, 2013.
10. R. Kothari: State against Democracy : In Search of Human Governance, Delhi, Ajantha, 1988
11. R. Kothari: Politics in India, New Delhi, Orient Longman, 1970
12. Nirja Gopal ayal, Partap Bhanu Mehta, The Oxford Companies to Politics in India, Oxford University Press, 2010.
13. M.V. Pylee : Constituional Government in India, Bombay, Asia Publishing House, 1977
14. M.V. Pylee: An Introduction to the Constitution of India, New Delhi, Vikas 1998
15. S.S. Nanda: Indian Political System ( English, Hindi and Punjabi)
16. Laxmikant, Indian Polity, Mchraw Hill Education, New Delhi, 2016



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**PROGRAMME: BA**

**SEMESTER: IV**

**SUBJECT TITLE: Political Science**

**SUBJECT CODE: BAPS-2409**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs**

### **Course Objectives:**

On completion of this course the Students will be able to:

- To understand the Nature of the Party System in India.
- Students will be able to understand the working of Election commission.
- To understand voting behavior and its determinants.
- Students will be able to understand Key concepts like Regionalism & Secularism.
- To acquaint Students with Indian Political Thinkers.

### **Contents of Syllabus:**

Sr. No	Contents	Contact Hours
UNIT-I	<b>Election Commission and Voting Behavior in India</b> <ul style="list-style-type: none"><li>● Voting Behavior and Its determinants: Caste, Class, Gender and Religion.</li><li>● Election Commission: Composition, Role and Functions.</li></ul>	10



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<b>UNIT-II</b>	<b>Party System in India</b> <ul style="list-style-type: none"> <li>National Political Parties: Indian National Congress (INC), Bharatiya Janata Party (BJP), Bahujan Samaj Party (BSP).</li> <li>Regional Political Parties: Shiromani Akali Dal (SAD), Aam Aadmi Party (AAP), Dravida Munnetra Kazhagam (DMK).</li> </ul>	<b>12</b>
<b>UNIT-III</b>	<b>Caste, Regionalism and Politics</b> <ul style="list-style-type: none"> <li>Caste and Politics: Politicization of Caste.</li> <li>Regionalism: Causes and its trends.</li> <li>Secularism:</li> </ul>	<b>11</b>
<b>UNIT-IV</b>	<b>Indian Political Thinker</b> <ul style="list-style-type: none"> <li>Bal Gangadhar Tilak</li> <li>Mahatma Gandhi</li> <li>Sri Aurobindo Ghosh</li> </ul>	<b>12</b>
	<b>TOTAL</b>	<b>45</b>

#### Course Outcomes:

- To comprehend the Indian Party System's nature.
- Students will be able to comprehend how the Election Commission operates.
- To comprehend voting behavior and the factors that affect it.
- Key topics like regionalism and secularism will be understood by students.
- To familiarize students with political thinkers from India.

#### Recommended books

- Gaba.O.P.(2019) Indian Political Thought, Mayur Paperbacks, Kolkata.
- Jayapalan.N (2021) Indian Political Thinkers, Atlantic Publisher, New Delhi.
- Sharma.S.K Sharma .U (2022) Indian Political Thought, Atlantic Publisher, New Delhi.
- Sushila, Ramaswamy (2014) Political Theory: Ideas and Concepts, Prentice-hall of India Pvt.ltd.
- Nanda,S.S,(2007) Indian Political System, Modern Publishers, Jalandhar.
- Badyal,J.S, (2017) Political System, Raj Publishers, Jalandhar City.
- Nanda.S.S, (2005) Indian political System, Modern Publishers, Railway Road, Jalandhar.



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- ra Prashad&Subhendu Ranjan Raj (2012) Dorling Kindersley (India) pvt. ltd.
- P. Mehta and N. Jayal (2010) (eds.) ‘The Oxford Companion to Politics in India’, New Delhi, Oxford University Press.
- Kaviraj, Sudipta(2009) ‘Politics in India’, Oxford University Press, New Delhi.
- Kohli, Atul (2004) (ed.) ‘The Success of India’s Democracy’, New Delhi, Cambridge University Press.
- Z. Hasan (2002) (ed.) ‘Parties and Party Politics in India’, New Delhi: Oxford University Press.
- Nanda,S.S,(2007)Political Theory and Indian Political Thinkers, Nanda Publishing House,Patiala.
- R. Vora and S. Palshikar (eds.) (2003) ‘Indian Democracy: Meanings and Practices’, New Delhi, Sage.
- Shah, G (ed.) (2001)’ ‘Social Movements and the State’, New Delhi, Sage Publications.
- P. DeSouza and E. Sridharan (eds.) (2006)’India’s Political Parties’, New Delhi, Sage Publications.

**PROGRAMME: BA**

**SEMESTER: V**

**COURSE/SUBJECT: Political Science**

**SUBJECT CODE: BAPS-3509**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs.**

**Course Objectives:**

On completion of this course the Students will be able to:

- To acquaint Student will be able to understand Comparative Politics
- To understand the Features of Parliamentary government of the U.K.
- Students will be able to understand the Party system and Pressure Groups of the U.K.



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- To understand the Features of the U.S.A Constitution.
- Students with the role of President and congress in the U.S.A.
- Students will be able to understand the Party system and Pressure Groups of the U.K.

#### Contents of Syllabus:

Sr. No	Contents	Contact Hours
UNIT-I	<u>Theoretical Framework</u> <ul style="list-style-type: none"> <li>● Meaning and Scope of Comparative Politics</li> <li>● Comparative Method</li> </ul>	9
UNIT-II	<u>United Kingdom</u> <ul style="list-style-type: none"> <li>● Parliamentary Government,</li> <li>● Cabinet and Parliament</li> <li>● Party System in U.K British</li> <li>● Pressure Groups in U.K</li> </ul>	12
UNIT-III	<u>United States of America</u> <ul style="list-style-type: none"> <li>● Features of Constitution</li> <li>● President and Congress</li> <li>● Party System in U.S.A.</li> <li>● Pressure Groups in U.S.A</li> </ul>	12
UNIT-IV	<b>Western Political Thinkers</b> <ul style="list-style-type: none"> <li>● Karl Marx</li> <li>● Harold Laski</li> <li>● Jean Jacques Rousseau.</li> </ul>	12
	<b>TOTAL</b>	<b>45</b>

#### Course Outcomes:

- To inform The student will comprehend comparative politics
- to comprehend the British parliamentary system of government.
- The British Party structure and pressure groups will be clear to the students.
- to comprehend the US Constitution's features.
- students playing the President and Congress of the United States
- The British Party structure and pressure groups will be clear to the students.



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### **Recommended Books**

- Badyal.J.S,(2017) Comparative Political System, Raj Publishers, Jalandhar.
- Gahi.U.R, (2002) Recent Political Thought-Marx to Present Day, New Academic Publishing co. Jalandhar.
- Nanda,S.S,(2010) Comparative Political System and International Politics, Modern Publishers,Jalandhar.
- Maheshwari.S.R,(2020)Comparative Government and Politics, Lakshmi Narayan Agarwal Publisher,Agra.
- Bhushan,V,(2022) Comparative Politics, Atlantic Publisher, New Delhi.
- Loughlin,Martin(2013)The British Constitution-A very Short Introduction, Oxford University Press .
- Kapur.A.C & Mishra.k.k (2022) Select Constitution-UK, USA, France, Canada, Japan, Switzerland, China and India, S.Chand and Company Ltd, Delhi.
- Gahi.K.K (2016) Major Governments (Political System of UK, USA, France V China),Kalyani Publishers,Ludhiana.
- Mackintosh,( ) *The Government and Politics of Britain*, Taylor & Francis Ltd,USA.
- Johnson,William(2012)The Government of the United States,Houghton Mifflin Harcourt.
- Gaba.O.P (2016)Western Political Thought,Mayur Paperbacks,Kolkata.
- Sharma,Urmila(1998) Western Political Thought,Atlantic Publisher, New Delhi.
- Sharma,U(2016)Western Political Thought- Plato to Present Day, Lakshmi Narayan Agarwal Publisher,Agra.
- Mishra,D.D(2016)Western Political Thought, JBC Press, , New Delhi.



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**PROGRAMME: BA**

**SEMESTER: VI**

**COURSE/SUBJECT: Political Science**

**SUBJECT CODE: BAPS -3609**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs.**

**Course Objectives:**

- To understand the Nature of the International Politics
- Students will be able to understand National Power, Balance of Power and Collective Security.
- To understand Realist and Idealist Approaches to International Politics
- Students will be able to understand Cold War and Post Cold war era in International Politics
- To acquaint Students with Organizations SAARC, EU, League of the Nations and United Nations
- Students will be able to understand International Terrorism

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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<b>UNIT-I</b>	1. Meaning, Nature and Scope of International Politics 2. Realist and Idealist Approaches to International Politics 3. National Power: Its Elements	<b>12</b>
<b>UNIT-II</b>	4. System of Balance of Power and Collective Security. 5. Cold War and Post Cold war era in International Politics	<b>11</b>
<b>UNIT-III</b>	6. Regional Organizations : SAARC and EU 7. International Organizations: The League of the Nations, The United Nations	<b>11</b>
<b>UNIT-IV</b>	8. New International Economic Order 9. International Terrorism: Emergence, Efforts being made by UN to meet the menace, International Convention for the suppression of the Financing of Terrorism	<b>11</b>
	<b>TOTAL</b>	<b>45</b>

#### Course Outcomes:

- To comprehend how international politics works
- The concepts of national power, balance of power, and collective security will be understood by the students.
- in order to comprehend realist and idealist perspectives on international politics
- The Cold War and Post-Cold War eras in international politics will be clear to students.
- To familiarize students with the League of Nations, SAARC, EU, and United Nations
- The understanding of international terrorism among students

#### Recommended Books

1. H. Bull, *The Anarchical Society : A Study of Order in World Politics*
2. E.H. Carr, *The Twenty-Year Crisis*
3. E.H. Carr, *Conditions of Peace*
4. J. Frankel, *The Making of Foreign Policy*





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5. S.H. Hoffman (ed), *Contemporary Theory in International Relations*
6. A. Hurrell, *Collective Security and International Order*
7. H.J. Morgenthau, *Politics Among Nations*
8. N.D. Palmer and H. Perkins, *International Relations*
9. A Roberts, *The UN and International Security*
10. S.P.Verma, *International System and the Third World*
11. RumkiBasu ,*International Politics: Concepts, Theories and Issues*, Sage, New Delhi, 2017
12. Jaswinder Kumar, *International Politics*, Publication Bureau, Punjabi University, Patiala, 2016
13. Mohindra Kumar, *Theoretical Aspects of International Politics*
15. Robert Jackson and Georg Sorensen, *Introduction to International Relations*
16. RumkiBasu, *International Politics: Concept, Theories and Issues*
17. Parmjit Kaur Gill, *Dynamics of International Relations*



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**PROGRAMME: BA**

**SEMESTER: VI**

**COURSE/SUBJECT: Political Science**

**SUBJECT CODE: BAPS -3609**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**CONTACT HOURS/WEEK:**

**Internal Assessment: 60**

**End Term Exam: 40**

**Duration of Exam: 3 Hrs.**

**Course Objectives:**

- To understand the Nature of the International Politics
- Students will be able to understand National Power, Balance of Power and Collective Security.
- To understand Realist and Idealist Approaches to International Politics
- Students will be able to understand Cold War and Post Cold war era in International Politics
- To acquaint Students with Organizations SAARC, EU, League of the Nations and United Nations
- Students will be able to understand International Terrorism

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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<b>UNIT-I</b>	1. Meaning, Nature and Scope of International Politics 2. Realist and Idealist Approaches to International Politics 3. National Power: Its Elements	<b>12</b>
<b>UNIT-II</b>	4. System of Balance of Power and Collective Security. 5. Cold War and Post Cold war era in International Politics	<b>11</b>
<b>UNIT-III</b>	6. Regional Organizations : SAARC and EU 7. International Organizations: The League of the Nations, The United Nations	<b>11</b>
<b>UNIT-IV</b>	8. New International Economic Order 9. International Terrorism: Emergence, Efforts being made by UN to meet the menace, International Convention for the suppression of the Financing of Terrorism	<b>11</b>
	<b>TOTAL</b>	<b>45</b>

#### Course Outcomes:

- To comprehend how international politics works
- The concepts of national power, balance of power, and collective security will be understood by the students.
- in order to comprehend realist and idealist perspectives on international politics
- The Cold War and Post-Cold War eras in international politics will be clear to students.
- To familiarize students with the League of Nations, SAARC, EU, and United Nations
- The understanding of international terrorism among students

#### Recommended Books

1. H. Bull, *The Anarchical Society : A Study of Order in World Politics*
2. E.H. Carr, *The Twenty-Year Crisis*
3. E.H. Carr, *Conditions of Peace*
4. J. Frankel, *The Making of Foreign Policy*
5. S.H. Hoffman (ed), *Contemporary Theory in International Relations*
6. A. Hurrell, *Collective Security and International Order*
7. H.J. Morgenthau, *Politics Among Nations*
8. N.D. Palmer and H. Perkins, *International Relations*



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9. A Roberts, *The UN and International Security*
10. S.P.Verma, *International System and the Third World*
11. RumkiBasu ,*International Politics: Concepts, Theories and Issues*, Sage, New Delhi, 2017
12. Jaswinder Kumar, *International Politics*, Publication Bureau, Punjabi University, Patiala, 2016
13. Mohindra Kumar, *Theoretical Aspects of International Politics*
15. Robet Jackson and Gearg Sorensen, *Introduction to International Relations*
16. RumkiBasu, *International Politics: Concept, Theories and Issues*
17. Parmjit Kaur Gill, *Dynamics of International Relations*



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**SUBJECT TITLE: CALCULUS-I**  
**SUBJECT CODE: BAC1110A**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: I**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**  
**End Term Exam: 60**  
**Duration of Exam: 3 Hrs**

**Objective:**

The objective of this course is to introduce the fundamental ideas of the differential and integral calculus of functions of one variable. Limits and continuity, Integrals, Fundamental Theorem, Techniques of Integration, Definite integrals.

**Course Outcomes:**

BMAT-1101.1	Students are expected to be able to evaluate various limit problems both algebraically and graphically
BMAT-1101.2	After completing the course, students would be able to evaluate limits with indeterminate forms using L' Hospital rule
BMAT-1101.3	To Check the continuity of various types of functions
BMAT-1101.4	To Understand the consequence of the intermediate value theorem for continuous functions
BMAT-1101.5	To Differentiate various types of functions using the differentiation rules: Powers, Sum, difference, Product, Quotient Rules, Implicit and Logarithmic Differentiation

**Contents of Syllabus:**



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Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Real number system and its properties, lub, glb of sets of real numbers, Functions, Types of function: polynomial function, modulus function, greatest integer function, least integer function, signum function, trigonometric, inverse trigonometric and logarithmic functions; limit of a function, Basic Properties of limits, Continuous functions and classification of discontinuities, Uniform Continuity	<b>15</b>
<b>UNIT-II</b>	Differentiation of hyperbolic functions, Successive differentiation, Derivative of higher order, nth order derivative of well-known functions, Leibnitz theorem and its applications, Taylor's and Maclaurin's theorem with various forms of remainders, Indeterminate forms Functions	<b>15</b>
<b>UNIT-III</b>	Reduction formulae, derivations and illustrations of reduction formulae of the type $\int \sin^n x \, dx$ , $\int \cos^n x \, dx$ , $\int \tan^n x \, dx$ , $\int \sec^n x \, dx$ , $\int (\log x)^n dx$ , $\int \sin^n x \cos^m x \, dx$ and its other application for different examples. Convexity and Concavity, Asymptotes, Curve tracing: Tracing of Standard Cartesian; Parametric and Polar curves; Curvature of Cartesian, Parametric and Polar curves.	<b>15</b>
<b>UNIT-IV</b>	Rectification of standard curves; Areas bounded by standard curves; Volumes and surfaces of revolution of curves; Applications of integral calculus to find centre of gravity and moment of inertia	<b>15</b>

#### Recommended Books:

1. Thomes, G.B, Finney, R.L. Calculus and Analytic Geometry, 6<sup>th</sup> Edition, 1998, Narosa Publication.
2. N. Piskunov: Differential and Integral Calculus, Peace Publishers, Moscow.
3. Larson R, Edwards B: Calculus, 12<sup>th</sup> Edition, 2022, Cengage Learning, USA.
4. Robert A. Adams, Christopher Essex: Calculus A complete course, 10<sup>th</sup> Edition, 2021, Pearson Education, USA.

#### Instruction of Question Paper setter

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 marks each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: Algebra**  
**SUBJECT CODE: BAAL1110B**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: I**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**  
**End Term Exam: 60**  
**Duration of Exam: 3 Hrs**

**Objective:**

This course will enhance the ability of research, inquiry and analytical thinking in mathematical Problems and better understanding of De-Moivre's theorem and its applications, Transformation of equation and rank of a matrix.

**Course Outcomes:**

BMAT-1102.1	Students will be able to find the inverse of a square matrix.
BMAT-1102.2	After completing the course, students would be able to solve the matrix equation $Ax = b$ using row operations and matrix operations.
BMAT-1102.3	Students are expected to be able to find the determinant of a product of square matrices, of the transpose of a square matrix, and of the inverse of an invertible matrix
BMAT-1102.4	To understand the method of finding characteristic equations, Eigenvalues and corresponding eigenvectors of a given matrix.
BMAT-1102.5	To solve equations of homogeneous and non homogeneous systems

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	De-Moivre's Theorem and its applications. Real and Imaginary parts of Exponential, logarithmic, circular, inverse circular, hyperbolic, inverse hyperbolic functions of complex variables. Summation of Trigonometric series, (C+iS method).	<b>15</b>
<b>UNIT-II</b>	Theory of equations: Fundamental Theorem of Algebra (statement only), Corollaries of Fundamental Theorem of Algebra. Relations between Roots and Coefficients of a general Polynomial, Transformation of equation. Descartes' rule of signs, Solution of cubic equations, Bi-quadratic equations and their solution.	<b>15</b>
<b>UNIT-III</b>	Rank of a matrix, Elementary transformations, Linear independence and dependence of vectors, characterization of linearly dependent sets. Equivalence of the linear independence of the columns of A and uniqueness of solution of $AX=b$ . Gauss-Jordan method to find inverse of a matrix, reduction to normal form, Consistency and solution of linear algebraic equations	<b>15</b>
<b>UNIT-IV</b>	Linear transformations, Orthogonal transformations, Eigenvalues, Eigen vectors, Cayley-Hamilton Theorem, Reduction to diagonal form, orthogonal, unitary, Hermitian and Skew Hermitian matrices and similar matrices.	<b>15</b>

#### Recommended Books:

1. Linear Algebra by Schaum outline Series.
2. Trigonometry by S.L. Loney, Arihant, 2011.
3. Text Book on Algebra and theory of Equations by Dr.Chandrika Prasad, Pothishala Pub. 2011
4. A basic course in Abstract Algebra, R. K. Sharma, S. K. Shah and AshaGauri Sharma, 2011.
5. Complex Numbers from A to...Z by Titu Andreescu and Dorin Andrica, Birkhäuser, 2<sup>nd</sup> Edition, 2014.

#### Instruction of Question Paper setter

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 mark each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each.





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: CALCULUS-II**

**SUBJECT CODE: BAC1210A**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: II**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective:**

This course is aimed to provide an introduction to the function of two or more variables and their partial differentiation and maxima and minima of function of several variables and use of double and triple integration to find areas and volumes.

**Course Outcomes:**

BMAT-1201.1	To learn about the function of two variables.
BMAT-1201.2	To acquire the knowledge of partial differentiation, homogeneous function, total derivatives.
BMAT-1201.3	To expand different functions using Taylor's and Maclaurin's series.
BMAT-1201.4	To understand the method for solving Double and triple integral and their applications in different areas.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	Function of two or more variables; Geometrical representation of function of two independent variables, Limit and continuity of a function of two independent variables, partial differentiation, homogeneous functions and Euler's theorem, composite functions, total derivative, derivative of an implicit function, change of variable.	<b>15</b>
<b>UNIT-II</b>	Jacobian, Tangent and normal to a surface .Taylors and Maclaurin's series for a function of two variables, errors and approximations.	<b>15</b>
<b>UNIT-III</b>	Maxima and minima of function of several variables, Lagrange's method of undetermined multipliers.	<b>15</b>
<b>UNIT-IV</b>	Double and triple integral and their evaluation, change of order of integration, change of variable,Application of double and triple integration to find areas and volumes.	<b>15</b>

#### **Recommended Books:**

1. Gorakh Prasad: Differential Calculus, PothishalaPvt. Ltd., Allahabad, 2016.
2. Erwin Kreyszig: Advanced Engineering Mathematics, John Wiley and Sons, 2007.
3. James Stewart, Saleem Watson, Daniel K. Clegg: Calculus: Early Transcendentals, Metric edition, 9<sup>th</sup> Edition, 2020, Brooks/Cole Publisher, United Kingdom.
4. N. Piskunov: Differential and Integral Calculus, Indian Edition, 2018, Aargon Press, New Delhi.

#### **Reference Books:**

1. Larson R, Edwards B: Calculus, 12<sup>th</sup> Edition, 2022, Cengage Learning, USA.
2. Robert A. Adams, Christopher Essex: Calculus A complete course, 10<sup>th</sup> Edition, 2021, Pearson Education, USA.

#### **Instruction of Question Paper setter**

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 marks each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: Modern Algebra**

**SUBJECT CODE: BAMAL1210B**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: II**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective :**

The objective of this course is to present the relationships between abstract algebraic structures with familiar numbers systems such as the integers and real numbers.

**Course Outcomes:**

BMAT-1202.1	To acquire the knowledge of groups, subgroups and counting principle
BMAT-1202.2	Students will learn about Homomorphism , Cyclic Groups and their properties.
BMAT-1202.3	To understand rings and subring.
BMAT-1202.4	After completing the course, students would be able to know about ideals and Quotient Rings Field of Quotient of Integral domain.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>Groups:</b> Definition, examples, Elementary Properties , subgroups, Product of two groups, Properties of groups relating to order of an element of a group, order of a group group of residue modulo classes,Cyclic group and its classifications, group of units modulo $n$ Cosets and its properties , Lagrange's Theorem	<b>15</b>



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<b>UNIT-II</b>	Normal subgroups, Quotient groups. Homomorphism: Fundamental theorem of homomorphism and related theorems.	<b>15</b>
<b>UNIT-III</b>	<b>Rings:</b> Definition and examples of Rings, Elementary properties of Rings. Sub-rings.	<b>15</b>
<b>UNIT-IV</b>	Homomorphism, Ideals and Quotient Rings Field of Quotient of Integral domain.	<b>15</b>

**\*Delhi University**

**Recommended books:**

1. Text book on Algebra and Theory of equations by Chandrika Prasad. Pothishala Pvt. Ltd. 1982.
2. Herstein, I.N.: Topics in Algebra, John Wiley & Sons; 2nd edition (June 20, 1975).
3. Linear Algebra by Schaum Outline series McGraw-Hill Education; 5 edition (December 11, 2012).

**Instruction of Question Paper setter**

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 marks each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: Differential Equation**

**SUBJECT CODE: BADE2310A**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: III**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective:**

The objective of this course is to make such students able to use vector spaces, basis and dimensions. This course will help students to acquire knowledge of linear transformation, matrix representation of linear operators.

**Course Outcomes:**

BMAT-2302.1	After the successful completion of this course students will be able to use computational techniques.
BMAT-2302.2	To develop algebraic skills essential for the study of systems of linear equations, matrix algebra , Vector spaces.
BMAT-2302.3	To learn about the concept of basis, dimensions and quotient spaces.
BMAT-2302.4	To understand the concept of linear transformation and linear mapping.
BMAT-2302.5	At the end of course, students will be able to acquire the knowledge of Polynomials and linear operators.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Vector spaces, Examples, Linear Dependence, Linear Combinations, Bases and Dimension, Subspaces. Quotient Spaces.	<b>15</b>



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<b>UNIT-II</b>	Intersection, Union and Direct Sum of vector spaces, Dimension of a direct sum, Dual of a vector space. Matrices and change of basis.	<b>15</b>
<b>UNIT-III</b>	Linear transformation, Algebra of linear transformations, Matrices as linear mappings, Kernel and image, Rank and Nullity theorem, Singular and non-singular linear mappings, Isomorphism.	<b>15</b>
<b>UNIT-IV</b>	Composition of linear mappings Polynomials and linear operators, Square matrices as linear operators, matrix representation of a linear operator, Change of basis, characteristic and minimal polynomial for linear operators. Cayley-Hamilton theorem, Eigenvalues and Eigenvectors, Diagonalization, Diagonalizing real symmetric matrices.	<b>15</b>

### Recommended books:

1. V. Krishnamurthy , V.P. Mainra and J.L. Arora, Introduction to Linear Algebra, East-West Press Pvt. Ltd.1976.
2. S. Kumaresan, Linear Algebra-A Geometric Approach, PHI-Learning Pvt. Ltd.2000.
3. VivekSahai, VikasBist, Linear Algebra, Narosa Publishing House Pvt. Ltd., @nd Edition.
4. Kuldeep Singh, Linear Algebra-step by step, Oxford University Press.
5. Text book on Algebra and Theory of equations by Chandrika Prasad. PothishalaPvt. Ltd.2017
6. Herstein, I.N.: Topics in Algebra, Wiley Eastern Limited. 2006
7. Linear Algebra by Schaum Outline series.4<sup>th</sup> Edition.
8. Surjeet Singh and QaziZameeruddin: Modern Algebra. S. Chand Publishing 8<sup>th</sup> Edition (Relevant portion)

### Instruction of Question Paper setter

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 mark each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: Linear Algebra**

**SUBJECT CODE: BALA2310B**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: III**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective :**

The objective of this course is to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology.

**Course Outcomes:**

BMAT-2303.1	After the successful completion of this course students will be able to solve first order differential equations utilising the standard techniques for separable, exact, linear, homogeneous, or Bernoulli equations.
BMAT-2303.2	To develop skills essential for finding complete solutions of a non-homogeneous differential equation as a linear combination of the complementary function and a particular solution.
BMAT-2303.3	Students will be introduced to the complete solution of a non-homogeneous differential equation with constant coefficients by the method of undetermined coefficients.
BMAT-2303.4	To understand the concept of complete solution of a differential equation with constant coefficients with variation of parameters
BMAT-2303.5	At the end of course, students will be able to acquire working knowledge of basic application problems described by second order linear differential equations with constant coefficients.

**Contents of Syllabus:**



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Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>First order differential equations:</b> Order and degree of a differential equation, separable differential equations, Homogeneous differential equations, equations reducible to Homogeneous differential equations Exact differential equations. Linear differential equations and equations reducible to linear differential equations.	<b>15</b>
<b>UNIT-II</b>	<b>Higher order differential Equations:</b> Solution of Linear homogeneous and non-homogeneous differential equations of higher order with constant coefficients and with variable coefficients, method of Variation of Parameters.	<b>15</b>
<b>UNIT-III</b>	Differential operator method, Linear non-homogeneous differential equations with variable coefficients, Euler's Cauchy method. <b>Series solution of Differential equation:</b> Necessity of power series solutions, analyticity of a real valued function at a point, Regular point, singular point and irregular singular points, ordinary point, Power Series Method, Frobenius method.	<b>15</b>
<b>UNIT-IV</b>	Bessel and Legendre Equations, Legendre and Bessel functions and their properties, recurrence relations, Orthogonality, Rodrigue's formula.	<b>15</b>

\*Chennai Mathematical Institute (A Centrally funded Mathematical Institute), Chennai, Tamil Nadu.

\*\* Banaras Hindu University (An Institute of Eminence by UGC), Varanasi, UP.

\*\*\* Indian Statistical Institute (ISI), Bengaluru, Karnataka

#### Recommended books:

1. H.T.H. Piaggio : An Elementary Treatise on Differential equations : Barman Press. 2007
2. R. K. Jain and S.R.K. Iyengar: Advanced Engineering Mathematics, Narosa Publishing House. Edition: 5th, 2016
3. Zafar Ahsan: Differential Equations and Their Applications, Prentice-Hall of India Pvt. Ltd. Second Edition, Fourteenth Printing, July 2013
4. Rai Singhania: "Ordinary and Partial Differential Equations", S.Chand & Company, New Delhi. 19<sup>th</sup> Edition, 2017
5. Shepley L. Ross: Differential Equations, 3<sup>rd</sup> edition, John Wiley and Sons, New York.

#### Reference Books:

1. Dennis G. Zill: A first course in differential equations with modelling applications, 11<sup>th</sup> edition, 2016, Cengage Learning, USA.
2. Earl D. Rainville, Phillip E. Bedient, Richard E. Bedient: Elementary Differential Equations, 8<sup>th</sup> edition, 1997, Prentice Hall Inc., USA.

#### Instruction of Question Paper setter

The paper setter is required to set question paper in three sections A, B and C. Section A consists of 8 Questions of 2 mark each, Section B consists of 6 Questions (out of 7 Questions) with 4 marks each





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)  
and section C consists of 2 questions with 1 internal choice of 10 marks each

**SUBJECT TITLE: Vector Analysis**

**SUBJECT CODE: BAVA2410A**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: IV**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam:3Hrs**

**Objective :**

The objective of this course is to introduce the fundamental ideas to explain the characteristics of scalar and vector valued functions and master these in calculations. provide a physical interpretation of the gradient, divergence, curl and related concepts give an account of important vector field models of Nature.

**Course Outcomes:**

BMAT-2401.1	After the successful completion of this course student will be able to recognize the level set and graph-of-function to formulate equations of curves and surfaces
BMAT-2401.2	To understand concept of parameterized curve from algebraic, geometric and physical interpretations
BMAT-2401.3	Students will be introduced to the concept of arc length and unit Tangent, vector curvature, torsion.
BMAT-2401.4	To memorize definition of directional derivative and gradient and illustrate geometric meanings with the aid of sketches
BMAT-2401.5	At the end of course, Student will able to acquire knowledge of line, surface and volume integrals

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT-I</b>	Physical quantities: Vectors and scalar quantities, Geometrical representation of vectors, Component form of vectors: component form of vectors in $R^2$ and $R^3$ space, Dot and cross products. Lines and planes in space, Scalar and vector triple product, Curves and surfaces; parametric and non-parametric equations of curves and surfaces	<b>14</b>
<b>UNIT-II</b>	Cylindrical and Spherical coordinates Vector valued functions and space curves. Derivatives of vector valued function, smooth curve, velocity and acceleration of a smooth curve, unit speed curve, Arc length and Unit Tangent, vector curvature, Torsion	<b>16</b>
<b>UNIT-III</b>	Scalar and vector fields, differentiation of vectors, velocity and acceleration. Vector differential operators: Del, Gradient Divergence and Curl, their physical interpretations. Directional derivatives. Normal and tangent plane to a surface. Formulae involving Del applied to point functions and their products. Laplacian operator and their applications.	<b>12</b>
<b>UNIT-IV</b>	Line, surface and volume integrals Flux, solenoidal and irrotational vectors. Gauss Divergence theorem. Green's theorem in plane, Stoke's theorem (without proofs) and their applications.	<b>18</b>

**Recommended books:**

1. Engineering Mathematics, Pearson by BabuRam. 2<sup>nd</sup> Edition 2012.
2. Thomas and Finney: Calculus and Analytic Geometry. 9<sup>th</sup> Edition.
3. Lieferheld, Louis: Calculus and Analytic Geometry. 6<sup>th</sup> Edition.
4. Ray Wylie, C., Advanced Engineering Mathematics, McGraw Hill. 6<sup>th</sup> Edition.
5. S.P. Kuila: Vector Analysis and its applications, 1<sup>st</sup> edition, 2008, Scitech Publication, India.
6. Larson R, Edwards B: Calculus, 12<sup>th</sup> Edition, 2022, Cengage Learning, USA

**Reference books:**

1. Jerrold E. Marsden, Anthony Tromba, Vector Calculus, 6<sup>th</sup> edition, 2011, W.H. Freeman and Company Ltd., USA
2. MatiurRahman: Applied Vector Analysis,

**Instruction of Question Paper setter:**

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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: Discrete Mathematics**

**SUBJECT CODE: BADM2410B**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: IV**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective :**

The prerequisites for this course is to develop understanding of Logic & Methods of Higher Mathematics , construction of mathematical proofs of statements and find counterexamples to false statements in Number Theory ,collect and use numerical data to form conjectures about the integers.

**Course Outcomes:**

BMAT-2402.1	Upon successful completion of this course students will able to know the basic definitions and theorems in number theory
BMAT-2402.2	To understand concept of division algorithm and Euclidean Algorithm
BMAT-2402.3	Student will be introduced the concept of fundamental theorem of arithmetic
BMAT-2402.4	To memorize the concept of greatest integer function, Euler's Phi function, Euler's theorem
BMAT-2402.5	To identify order of an integer, primitive roots, Chinese remainder theorem, The Fermat's theorem, Wilson's theorem

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	The division algorithm, The greatest common divisor, least common multiple, The Euclidean Algorithm, Introduction to Primes, Testing Numbers for Primality , Properties of Prime Numbers, The Diophantine equation $ax + by = c$ Prime numbers and their distribution.	<b>15</b>



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<b>UNIT-II</b>	The fundamental theorem of arithmetic, basic properties of congruence, Linear congruence, Special divisibility tests.	<b>15</b>
<b>UNIT-III</b>	Chinese remainder theorem, The Fermat's theorem, Wilson's theorem, $\phi$ and $\mu$ functions, Mobius Inversion formula (with proof and examples of all the topics)	<b>15</b>
<b>UNIT-IV</b>	Greatest integer function, Euler's Phi function, Euler's theorem, The Order of an Integer modulo $n$ , Indices, Theory of Indices, Integers with Primitive Roots, Composite Integers with Primitive Roots. some properties of the Phi Function.	<b>15</b>

### Recommended Books:

1. D. Burton: Elementary Number Theory, McGraw-Hill. 7<sup>th</sup> Edition 2017(Scope in Chapters 2-5, 7-12).
2. Niven and Zuckerman: An Introduction To Number Theory. 5th Edition, 2015.
- 3 Kuldeep Singh: Number Theory-Step by Step, Oxford University Press (Chapters 1-7)

### Instruction of Question Paper setter

The paper setter is required to set question paper in three sections A, B and C. Section A consists of 8 Questions of 2 mark each, Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: Statics**

**SUBJECT CODE: BAS3510A**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: V**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective:**

The purpose of the study of statics is to develop an understanding of the principles of statics and the ability to analyze problems in a systematic and logical manner, including the ability to draw free-body diagrams. Ability to analyze the statistics of calculation of the reactions necessary to ensure static equilibrium and knowledge of internal forces and moments in members.

**Course Outcomes:**

BMAT-3501.1	To understand the basic concepts of laws of motion and force with its applications.
BMAT-3501.2	To learn about fundamentals of Mechanics, equation of static equilibrium & dynamic equilibrium of particles and rigid bodies
BMAT-3501.3	Students will be introduced to the concept of the effect of friction on equilibrium.
BMAT-3501.4	To learn working skills of kinematics, kinetics of particle and rigid body, related principles
BMAT-3501.5	After successful completion of this course students will be able to know the importance of this subject in the field of Engineering particularly Civil & Mechanical Engineering.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Statics:Basic notation, Newton Laws of motion, system of two forces, parallelogram law of forces, resultant of two collinear forces, resolution of forces, moment of a force, couple, theorem on moments of a couple.	<b>15</b>
<b>UNIT-II</b>	Coplanar forces, resultant of three coplanar concurrent forces, theorem of resolved parts, resultant of two forces acting on a rigid body, Varignon's theorem, generalized theorem of moments.	<b>15</b>



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<b>UNIT-III</b>	Equilibrium of two concurrent forces, equilibrium condition for any number of coplanar concurrent forces, Lami's theorem. $\lambda - \mu$ theorem, theorems of moments. Resultant of a force and a couple. Equilibrium conditions for coplanar non-concurrent forces.	<b>15</b>
<b>UNIT-IV</b>	Friction: Definition and nature of friction, laws of friction, Centre of gravity, Center of mass and Centroid of a body. Parallel and Perpendicular axis theorem, Moment of inertia of a rigid body about an arbitrary axis.	<b>15</b>

**No Change**

**Recommended Books:**

- 1) S.L. Loney: The elements of statics and dynamics, Cambridge University Press.4<sup>th</sup> Edition, 2014
- 2) J. L. Synge and B. A. Griffith : Principles of mechanics, Published by Nabu Press.2013

**Instruction of Question Paper setter**

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 mark each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each

**SUBJECT TITLE: Calculus of Variations**  
**SUBJECT CODE:BACV3510B**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: V**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective:**

The prerequisites for this course is to develop Fully understanding of the properties of geometrical problems and familiar with Variational problems, isoperimetric problems with methods for solving boundary value problems.

**Course Outcomes:**

BMAT-3502.1	To understand concept of basic concepts of functional with their applications
BMAT-3502.2	To apply the formula that determines stationary paths of a functional to deduce the differential equations for stationary paths in simple cases
BMAT-3502.3	Student will be introduced the concept of Euler-Lagrange equation or its first integral to find differential equations for stationary paths
BMAT-3502.4	To learn skills of solving differential equations for stationary paths, subject to boundary conditions, in straightforward cases
BMAT-3502.5	After successful completion of this course students will be able to know the importance of this subject in the field of Engineering particularly Civil & Mechanical Engineering.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Basic concepts of the calculus of variations such as Functional, extremum, variations, function spaces, the Brachistochrone problem.	<b>15</b>
<b>UNIT-II</b>	Necessary condition for an extremum, Euler's equation with the cases of one variable and several variables, Variational derivative.	<b>15</b>
<b>UNIT-III</b>	Invariance of Euler's Equations. Variational problem in parametric form. General Variation: Functional dependent on one or two functions.	<b>15</b>
<b>UNIT-IV</b>	Derivation of basic formula, Variational problems with moving boundaries, Broken extremals, Weierstrass-Erdmann conditions. Approximate solution Boundary value problem by Rayleigh Ritz Method, Kantorovich method And Galerkin's Method	<b>15</b>

**No Change**



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- Recommended Books :**
1. Abdul J. Jerry, Introduction to Integral Equations with Applications, 2nd Ed., Clarkson University Wiley Publishers, 1999.
  2. Chambers, L.I. G., Integral Equations: A Short Course, International TextBook Company Ltd., 1976.
  3. R. P. Kanwal, Linear Integral Equations, 2nd Ed., Birkhauser Boston, 1997.
  4. Hochstadt Harry, Integral Equations, John Wiley & Sons, 1989.
  5. I. M. Gelfand, S.V. Fomin, Calculus of Variations, Dover Books, 2000.
  6. Weinstock Robert, Calculus of Variations with Applications to Physics and Engineering,
  7. A. S. Gupta, Calculus of Variations with Applications, PHI, New Delhi, 2005.

### **Instruction of Question Paper setter**

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 mark each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each

**SUBJECT TITLE: Dynamics**  
**SUBJECT CODE:BAD3610A**





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Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**SEMESTER: VI**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective :**

The objective of this course is to develop an ability to apply knowledge to analyze motion of a particle with constant acceleration, by a string and along a smooth inclined plane that will help to design a system, component, or process to meet desired needs within realistic constraint.

**Course Outcomes:**

BMAT-3601.1	To understand the basic concepts of motions under different conditions.
BMAT-3601.2	To develop an ability to analyze problems in a systematic and logical manner, including the ability to draw free-body diagrams of rigid body
BMAT-3601.3	Students will be able to analyze the dynamics of rigid bodies.
BMAT-3601.4	To learn skills of solving problems related to motion on smooth and rough planes.
BMAT-3601.5	After successful completion of this course students will be able to discuss general motion of rigid bodies relative to a rotating frame of reference.

**Contents of Syllabus:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Motion of a particle with constant acceleration, acceleration of falling bodies, motion under gravity, velocity-time graph, motion of a body projected vertically upward, Motion of two particles connected by a string.	<b>15</b>
<b>UNIT-II</b>	Motion along a smooth inclined plane constrained motion along a smooth inclined plane. Variable acceleration, Simple harmonic motion, elastic string, simple pendulum.	<b>15</b>
<b>UNIT-III</b>	Projectile, Work, Power, conservative fields and potential energy, work done against gravity, potential energy of a gravitational field. Relative motion, relative displacement, velocity and acceleration.	<b>15</b>



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<b>UNIT-IV</b>	Motion relative to a rotating frame of reference. Linear momentum, angular momentum, conservation of angular momentum, impulsive forces, principle of impulse and momentum.	<b>15</b>
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**Recommended Books:**

- 1) S. L. Loney: The elements of statics and dynamics, Cambridge University Press. 2016
- 2) J. L. Synge and B. A. Griffith : Principles of mechanics, Published by Nabu Press.2011

**Instruction of Question Paper setter**

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 mark each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each

**SUBJECT TITLE: Numerical Methods**

**SUBJECT CODE: BANM3610B**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**SEMESTER: VI**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**Objective :**

The course will develop numerical methods aided by technology to solve algebraic, transcendental, and differential equations, and to calculate derivatives and integrals. The course will also develop an understanding of the elements of error analysis for numerical methods and certain proofs. The course will further develop problem solving skills.

**Course Outcomes:**

BMAT-3602.1	To understand theoretical and practical aspects of the use of numerical analysis.
BMAT-3602.2	To implement numerical methods for a variety of multidisciplinary applications.



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BMAT-3602.3	Students will be able to establish the limitations, advantages, and disadvantages of numerical analysis.
BMAT-3602.4	To learn skills of applying numerical methods for various mathematical operations and tasks, such as interpolation, differentiation, integration, the solution of linear and nonlinear equations, and the solution of differential equations.
BMAT-3602.5	After successful completion of this course students will be able to understand the use of numerical analysis to obtain approximate solutions to otherwise intractable mathematical problems.

### Contents of Syllabus:

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Error: Sources, Propagation and Analysis. Non-Linear Equations: Bisection, Regula-Falsi, Secant, Newton-Raphson, and General Iteration Methods and their convergence, Aitken's Method for acceleration of theConvergence	<b>13</b>
<b>UNIT-II</b>	Methods for multiple roots, Newton-Raphson and General iteration Methods forSystem of Nonlinear Equations, Methods for Complex roots and Methods for finding	<b>13</b>
<b>UNIT-III</b>	Roots ofPolynomial Equations. Linear System of Equations:Direct Methods: Gauss elimination method, Gauss-Jordan Elimination methods, Decomposition methods : Crout's Methods	<b>17</b>
<b>UNIT-IV</b>	Iterative Methods: Jacobi iterative method, Gauss-Seidel iterative method, Power Method , Householder Method	<b>17</b>

### Recommended Books :

1. MK Jain, SRK Iyenger and RK Jain: Numerical Methods for Scientific and Engineering Computations, New Age International (P) Limited, Publishers, New Delhi.2013
2. Kendall E Atkinson: An introduction to Numerical Analysis, John Wiley & Sons, Printed in India by Replika Pvt. Ltd. 2<sup>nd</sup> Edition, 1989
3. S.S.Sastry: Introductory Methods of Numerical Analysis, Prentice Hall Of India Pvt. Ltd., New Delhi.5<sup>th</sup> Edition 2012
4. FB Hilderbrand : Introduction to Numerical Analysis, Dover Publication Inc, New York,. 2<sup>nd</sup> Edition 1987

### Instruction of Question Paper setter

The paper setter is required to set question paper in three sections A , B and C . Section A consists of 8 Questions of 2 marks each , Section B consists of 6 Questions (out of 7 Questions) with 4 marks each and section C consists of 2 questions with 1 internal choice of 10 marks each.



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## **RIMT UNIVERSITY, MANDI GOBINDGARH**

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENSE & STRATEGIC STUDIES**

**SUBJECT CODE: BADSS1118**

<b>LECTURE (L)</b>	<b>TUTORIAL (T)</b>	<b>PRACTICAL (P)</b>	<b>CREDIT (C)</b>
<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>

**SEMESTER: I**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

### **OBJECTIVES OF THE COURSE**

1. To clear the concept of war, causes and its principles of war and also to identify the concept of war strategy and tactics.
2. To impart the knowledge of the difference between strategy and tactics.
3. To understand the concept, features and techniques of modern warfare and guerrilla warfare as well.
4. To impart the knowledge of nuclear warfare and clear the concept of missiles and its classifications
5. To clear the concept of factors affecting psychological warfare on soldiers.

### **CONTENTS OF SYLLABUS**

<b>Sr. No</b>	<b>Contents</b>	<b>Contact Hours</b>
<b>UNIT-I</b>	<b>War</b> -Concept, Definition -Types of Warfare: Animal Warfare, Primitive Warfare, Historical Warfare <b>Principles of War</b> -Meaning & its Importance <b>Strategy and Tactics</b> -Meaning, concept and definitions -difference between Strategy and Tactics	<b>12</b>

<b>UNIT-II</b>	<b>Modern Warfare</b> <ul style="list-style-type: none"> <li>● Concept, Definition</li> <li>● Features of Modern Warfare</li> </ul> <b>War as an instrument of Policy</b>	<b>12</b>
<b>UNIT-III</b>	<b>Guerilla Warfare</b> <ul style="list-style-type: none"> <li>● Origin &amp; Concept</li> <li>● Principles, Techniques &amp; characteristics of Guerilla Warfare</li> <li>● Counter Guerilla Warfare Measures</li> </ul> <b>Nuclear Warfare</b> <ul style="list-style-type: none"> <li>● Concept and its definition</li> <li>● Major determinants of Nuclear Warfare</li> <li>● Nuclear Strategies of “Deterrence” and “Massive Retaliation”</li> <li>● Missiles: Types and their Classification</li> </ul>	<b>12</b>
<b>UNIT-IV</b>	<b>Psychological warfare:</b> <ul style="list-style-type: none"> <li>● Definition&amp; Concept</li> <li>● Functions&amp; Limitations</li> <li>● Factors affecting Psychological warfare on soldiers</li> </ul> <b>Psychological Aspects of War</b> <ul style="list-style-type: none"> <li>● Leadership, Morale, Motivation, Discipline, Fear &amp; Panic</li> <li>● Factors affecting these on Psychological war.</li> </ul>	<b>12</b>
	<b>TOTAL</b>	<b>48</b>

### COURSE OUTCOMES

1. The course will be able to analyze the causes of war and its principles and also to differentiate the concept of strategy and tactics.
2. The course will be able to analyze the concept of modern warfare and also explains the features and techniques of guerilla warfare.
3. The course will be able to analyze nuclear warfare and understand the concept of missiles and classifications.
4. The course will be able to clear the psychological warfare and its effects on soldiers.

### RECOMMENDED BOOKS



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**Adhikari, Shekahar**

*Modern Strategic Thought: Machiavelli to Nuclear Warfare*

**Harkabi Y.,**

*Nuclear War and Nuclear Peace*

**Philip, T.R., (ed)**

*Roots of Strategy*

**Michael Howard, (ed)**

*The Theory and Practice of War*

**Chandler, D.G.**

*The Atlas of Military Strategy*

**Thind, S.S.**

*Yudh Ate RashtriSurakhiya (Punjabi)*

**Fuller, J.F.C.**

*The Foundation of the Science of War*

**Montgomery, Viscount.**

*A History of Warfare*

**Galtung, Johan.**

*The Struggle for Peace*

**Fuller, J.F.C.**

*The Conduct of War*

**Sidhu, K.S.**

*War and its Principles*

**Palmer and Perkins**

*International Relations*

**Palit, Maj Gen. D. K.**

*The Essentials of Military Knowledge*

**Singh, Bhupinder**

*Defence Studies (Punjabi)*

**Osanka, F.M.**

*Modern Guerilla Warfare*

**Mao-Tse-Tung**

*Guerilla Warfare*

**Boring, E.G.**

*Psychology in the Armed Forces*

**Copeland, H.**

*Psychology of a Soldier*

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES**

**SUBJECT CODE: BADSS(P)1119**

**INTERNAL ASSESSMENT: 50**

**EXTERNAL ASSESSMENT: 50**

**A. MAP:**

- i. Definition and Features
- ii. Classification and Marginal Information of a Topo-Sheet and its utility for Military.
- iii. Enlargement and Reduction of Maps

**B. CONVENTIONAL SIGNS AND SYMBOLS:**

- i. Military Conventional Signs
- ii. Geographical Conventional Signs

**C. GRID SYSTEM:**

- i. Four Figure Grid System



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ii. Six Figure Grid System

**D. SCALE**

i. Definition

ii. Methods of representing scale:

a. Inter-conversion of Statement into Representative Fraction.

b. Construction of simple Scale line and the comparative scale lines

**E. RECORD BOOK**

**F. VIVA VOCE**

**RIMT UNIVERSITY, MANDI GOBINDGARH**

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT CODE: BADSS1218**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
2	1	1	4

**SEMESTER: II**

**CONTACT HOURS/WEEK:**

**INTERNAL ASSESSMENT: 40**

**END TERM EXAM: 60**

**DURATION OF EXAM: 3 HRS**

### OBJECTIVES OF THE COURSE

1. To understand the concept of international relations between countries and its role in maintaining peace and security.
2. To clear the concept and identify the areas of national interests in international relations.
3. To understand the concept of balance of power and also know about how countries balance their power in international relations.
4. To clear the concept and meaning of collective security and the role of the United Nations in its management.
5. To impart the knowledge of means of settlement of international disputes and humanization of war and Geneva convention.

### CONTENTS OF SYLLABUS

Sr. No	CONTENTS	Contact Hours
UNIT-I	<b>INTERNATIONAL RELATIONS</b> -Concept, nature, scope and its historical evolution. <b>NATIONAL INTEREST</b> -Concept, Definition and Components -Instruments for the promotion of National Interest.	12
UNIT-II	<b>Balance of Power</b> -Meaning & Definition of Balance of Power -Concept of Balance of Power -Historical developments & its functioning <b>COLD WAR</b> -Definition, Causes, History (in brief) -Diplomatic, Psychological, Economic effects.	12





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<b>UNIT-III</b>	<b>Collective Security:</b> -Meaning & Definition of Collective Security -Concept of Collective Security -Role of UN in Collective Security Management <b>DISARMAMENT AND ARMS CONTROL</b> -Meaning, concept and History (in brief) -Arms Control Treaties -Hindrances in the way of Disarmament	<b>12</b>
<b>UNIT-IV</b>	<b>Humanization of War</b> -Definition & its Concept -The Geneva Conventions <b>Means to settle International Disputes</b> -Pacific Means -Coercive Means -Difference between Pacific Means and Coercive Means	<b>12</b>
	<b>TOTAL</b>	<b>48</b>

### **COURSE OUTCOMES**

1. The course will be able to understand the concept of international relations between countries and its role in maintaining peace and security.
2. The course will be able to clear the concept and identify the areas of national interests in international relations.
3. The course will be able to clear the concept and identify the areas of national interests in international relations.
4. The course will be able to impart the knowledge of means of settlement of international disputes.

### **RECOMMENDED BOOKS**

<b>Basu, Rumki</b>	<i>International Relations: Concept, Theories and Issues.</i>
<b>Griffiths Martin</b>	<i>International Relations: The Key Concepts</i>
<b>Flemming, D.F.</b>	<i>The Cold War and its Origin</i>
<b>Chandra, P</b>	<i>International Politics</i>
<b>Lawrence Robert M.</b>	<i>Arms Control and Disarmament</i>
<b>Kumar, Mahender</b>	<i>Theoretical Aspects of International Relations</i>
<b>Palmer &amp; Perkins</b>	<i>International Politics</i>
<b>Palit, D.K.</b>	<i>Essentials of Military Knowledge (English &amp; Punjabi)</i>
<b>Sprout and Sprout</b>	<i>International Politics</i>
<b>Morgenthau, Hans. J.</b>	<i>Politics Among Nations</i>



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**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES (PRACTICAL)**

**SUBJECT CODE: BADSS(P)1219**

**INTERNAL ASSESSMENT: 50**

**EXTERNAL ASSESSMENT: 50**

**A. DIRECTIONS:**

i. Methods of expressing Directions

ii. Types of North

iii. Finding out True North Direction by equal Altitude Method, Watch Method, Compass Method etc.

**B. Liquid Prismatic Compass: functions of its various parts and the following exercises on the Prismatic Compass:**

i. Compass Handling

ii. To determine magnetic North by Compass.

iii. Setting the MAP by Compass.

iv. To find out the bearing of a point from other point situated on the ground.

**C.** To determine own's and enemy's position on the MAP by Resection and Intersection methods with the help of compass.

**D. SERVICE PROTRACTOR:**

i. Types and uses.

**E. RECORD BOOK**

**F. VIVA VOCE**

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**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES**

**SUBJECT CODE: BADSS2318**

LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	CREDIT (C)
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<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>
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**SEMESTER: III**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**OBJECTIVES OF THE COURSE**

1. To know the concept of war and the battles that fought Arbela, Cannae, Hastings, Mongol art of war and also impart the knowledge of opposing forces and deployment for battles.
2. To understand the basic ways of battles and its strategies as well as tactics used in the wars.
3. To understand the concept of industrial revolution and its impact on society, means of communications, weapons of land and naval warfare.
4. To know the concept, elements and principles of Napoleon's art of warfare and causes of American civil war.

**CONTENTS OF SYLLABUS**

Sr. No	CONTENTS	Contact Hours
<b>UNIT-I</b>	<p><b>Military Organizations and Techniques of fighting of Macedonians and Persians with particular reference to the Battle of Arbela 331 BC:</b></p> <ol style="list-style-type: none"> <li>a. Introduction - Opposing forces and their deployment</li> <li>b. Description of the battle</li> <li>c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).</li> </ol> <p><b>Military Organizations and Techniques of fighting of Romans and Carthaginians with particular reference to the Battle of Cannae 216 B.C.:</b></p> <ol style="list-style-type: none"> <li>a. Introduction - Opposing forces and their deployment</li> <li>b. Description of the battle</li> <li>c. Analysis (strategy, tactics, application of principles of war and causes of Defeat and victory).</li> </ol>	<b>12</b>

<b>UNIT-II</b>	<b>Military Organizations and Techniques of fighting of the English and Normans with particular reference to the Battle of Hastings, 1066 A.D.:</b> <ul style="list-style-type: none"> <li>a. Introduction - Opposing forces and their deployment</li> <li>b. Description of the battle</li> <li>c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).</li> </ul> <b>The Mongol art of war under Changez Khan.</b> <ul style="list-style-type: none"> <li>a. Organisation of Mongol Armies.</li> <li>b. Mongol Art of War.</li> </ul>	<b>12</b>
<b>UNIT-III</b>	<b>Industrial Revolution and its impact:</b> <ul style="list-style-type: none"> <li>a. Impact on Society</li> <li>b. Impact on Weapons of land and naval warfare</li> <li>c. Impact on means of communications</li> <li>d. Impact on tactics of land and naval warfare.</li> </ul> <b>Napoleon's Art of Warfare:</b> <ul style="list-style-type: none"> <li>e. Elements of Napoleonic Warfare.</li> <li>f. Principles of Napoleonic Warfare.</li> </ul>	<b>12</b>
<b>UNIT-IV</b>	<b>Naval warfare with particular reference to the Battle of Trafalgar 1805 A.D.:</b> <ul style="list-style-type: none"> <li>a. Background of the English and Franco-Spanish rivalry for naval supremacy.</li> <li>b. Introduction - Opposing forces and their deployment</li> <li>c. Description of the battle.</li> <li>d. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).</li> </ul> <b>American Civil War (1861-65).</b> <ul style="list-style-type: none"> <li>a. Introduction</li> <li>b. Causes</li> <li>c. Events in brief</li> <li>d. The character of Civil War.</li> <li>e. Tactical developments.</li> </ul>	<b>12</b>
	<b>TOTAL</b>	<b>48</b>

### COURSE OUTCOMES

1. The course will be able to analyze the concept of war and the battles that fought Arbela, Cannae, Hastings, Mongol art of war and also impart the knowledge of opposing forces and deployment for battles.
2. The course will be able to explain the concepts of strategies and tactics that were used in the battles.



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3. The course will be able to understand the concept of industrial revolution and its impact on society, means of communications, weapons of land and naval warfare.
4. The course will be able to identify the concept, elements and principles of Napoleon's art of warfare and causes of American civil war.

### **RECOMMENDED BOOKS**

<b>Singh, Savita</b>	<i>Decisive Indian battles and Wars</i>
<b>Das, S.T.</b>	<i>An Introduction to the Art of War</i>
<b>Dupuy, R. Earnest</b>	<i>The Encyclopedia of Military History</i>
<b>Fuller, J.F.C.</b>	<i>Conduct of War</i>
<b>Fuller, J.F.C.</b>	<i>The American Civil War</i>
<b>Fuller, J.F.C.</b>	<i>The Generalship of Alexander The Great</i>
<b>Fuller, J.F.C.</b>	<i>Armament and History</i>
<b>Fuller, J.F.C.</b>	<i>The Decisive Battle of the Western World Vol.I &amp; II</i>
<b>Montgomery, Viscount</b>	<i>A History of Warfare</i>
<b>Ropp, Theodore</b>	<i>War in the Modern World</i>
<b>Sarkar, J.N.</b>	<i>Military History of India</i>
<b>Sheppard, E.W.</b>	<i>The Study of Military History</i>



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**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES (PRACTICAL)**

**SUBJECT CODE: BADSS(P)2319**

**INTERNAL ASSESSMENT: 50**

**EXTERNAL ASSESSMENT: 50**

**1. Relief Feature and their representation on the map.**

- a. Methods of depicting relief.
- b. Contour Interval.

**2. Types of slope and their representation on the map by contour lines.**

**3. Gradient and Slope in Degrees.**

**4. Navigation in different types of Terrain.**

- a. Desert terrain.
- b. Mountain terrain.
- c. Jungle terrain.
- d. Arctic terrain.



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## **RIMT UNIVERSITY, MANDI GOBINDGARH**

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES**

**SUBJECT CODE: BADSS2418**

<b>Lecture (L)</b>	<b>Tutorial (T)</b>	<b>Practical (P)</b>	<b>Credit (C)</b>
<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>

**SEMESTER: IV**

**CONTACT HOURS/WEEK:**

**INTERNAL ASSESSMENT: 40**

**END TERM EXAM: 60**

**DURATION OF EXAM: 3 HRS**

### **OBJECTIVES OF THE COURSE**

1. To know the concept of war and the battles that fought hydaspes, terrain, talikota, chillianwala and assaye battles.
2. To understand the basic ways of battles and its strategies as well as tactics.
3. To impart the knowledge of opposing forces and deployment for battles.
4. To analyze the concept of Kautilya's philosophy of war.

### **CONTENTS OF SYLLABUS**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

Sr. No	CONTENTS	Contact Hours
UNIT-I	<p><b>Macedonian and Indian Military Organisations and techniques of fighting with particular reference to the Battle of Hydaspes, 326 B.C.:</b></p> <ul style="list-style-type: none"> <li>g. Military Organisations and techniques of fighting of of Macedonian and Indians.</li> <li>h. Battle of Hydaspes - Opposing forces and their deployment.</li> <li>i. Analysis (strategy, tactics, application of principles of war and causes of defeat and victory).</li> </ul> <p><b>Kautilya's Philosophy of War:</b></p> <ul style="list-style-type: none"> <li>a. Diplomacy and Strategy.</li> <li>b. The institution of Spies.</li> <li>c. Army Organisation.</li> <li>d. Mode of Warfare.</li> <li>e. Forts- Types &amp; Role.</li> </ul>	12
UNIT-II	<p><b>Military Organisations and techniques of fighting of Rajputs and Turks with particular reference to the Battle of Terrain, 1192 A.D.:</b></p> <ul style="list-style-type: none"> <li>a. Military organisations and techniques of fighting of Rajputs and Turks</li> <li>b. Battle of Terrain - Opposing forces and their deployment.</li> <li>c. Analysis (strategy, tactics, application of principles of war and causes of defeat and victory.)</li> </ul> <p><b>Military organisations and techniques of fighting of Mughals and Afghans with particular reference to the First Battle of Panipat, 1526 A.D.:</b></p> <ul style="list-style-type: none"> <li>a. Military organisations of Mughals and Afghans.</li> <li>b. Battle of Panipat - Opposing forces and their deployment</li> <li>c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).</li> </ul>	12



<p><b>UNIT-III</b></p>	<p><b>Fighting Techniques of Southern Muslim Sultans with particular reference to the Battle of Talikota, 1565 A.D.:</b></p> <ul style="list-style-type: none"> <li>a. Military organisations and techniques of fighting of Rajputs and Turks</li> <li>b. Battle of Talikota - Opposing forces and their deployment</li> <li>c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory.)</li> </ul> <p><b>Military organisations of Marathas under Shivaji and his techniques of fighting:</b></p> <ul style="list-style-type: none"> <li>a. Shivaji as a military leader.</li> <li>b. Higher defenceorganisation</li> <li>c. Military organisation.</li> <li>d. Techniques of fighting.</li> </ul>	<p><b>12</b></p>
<p><b>UNIT-IV</b></p>	<p><b>Military organisation of Sikh Army and its fighting techniques under Maharaja Ranjit Singh:</b></p> <ul style="list-style-type: none"> <li>a. Maharaja Ranjit Singh as a Military leader.</li> <li>b. Growth and development of the Sikh Army from 1799-1849</li> <li>c. Organisation of the Army</li> <li>d. Fighting techniques of the Sikh Army (Strategy and tactics).</li> </ul> <p><b>Anglo-Maratha and Anglo-Sikh Warfare with particular reference to the Battle of Assaye, 1803 A.D. and Battle of Chillianwala</b></p> <p><b>d. Battle of Assaye :</b></p> <ul style="list-style-type: none"> <li>a. Introduction - Opposing forces and their deployment</li> <li>b. Description of the battle</li> <li>c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).</li> <li>i. of defeat and victory).</li> </ul> <p><b>e. Battle of Chillianwala:</b></p> <ul style="list-style-type: none"> <li>a. Introduction - Opposing forces and their deployment</li> <li>b. Description of the battle</li> <li>c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).</li> </ul>	<p><b>12</b></p>
	<p><b>TOTAL</b></p>	<p><b>48</b></p>



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### **COURSE OUTCOMES**

1. The course will be able to analyze and interpret the reasons for the battle of Hydaspes and its principles of war.
2. The course will be able to explain and differentiate the concepts of strategies and tactics that were used in the battles.
3. The course will be able to identify the opposing forces and deployment for battles.
4. The course will be able to visualize the concept of Kautilya's philosophy of war and what are the outcomes of it.

### **RECOMMENDED BOOKS**

<b>Singh, Savita</b>	<i>Decisive Indian battles and Wars</i>
<b>Alfred, David</b>	<i>Indian Art of War</i>
<b>Bajwa F.S.</b>	<i>Military System of the Sikhs</i>
<b>Bruce, George</b>	<i>Six Battles of India</i>
<b>Das, S. T.</b>	<i>Indian Military- Its History and Development,</i>
<b>Fuller, J.F.C.</b>	<i>Generalship of Alexander The Great</i>
<b>Kangle, R.P.</b>	<i>Kautilya`s Arth Shastra</i>
<b>Majumdar, B.K.</b>	<i>Military System in Ancient India</i>
<b>Majumdar B.N.</b>	<i>Study of Indian Military History</i>
<b>Majumdar B.N.</b>	<i>Military System of the Sikhs</i>
<b>Malleson</b>	<i>Decisive, Battles of India</i>
<b>Sarkar, J.N</b>	<i>Military History of India</i>
	<b>Sen, S.N.</b> <i>Military System of Marathas</i>
	<b>Sharma Gautam</b> <i>Indian Army through the Ages</i>

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES (PRACTICAL)**

**SUBJECT CODE: BADSS(P)2419**

**INTERNAL ASSESSMENT: 50**

**EXTERNAL ASSESSMENT: 50**

#### **1. Introduction to Field Engineering.**

- a. Task preferred by Field Engineers
- b. Equipment used in Field Engineering

#### **2. Knots and Lashings.**

- a. Characteristics and types of Knots



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b. Types of Lashings

**3. Types of Mines.**

**4. Types of Obstacles.**

a. Characteristics and Classifications

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**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES**

**SUBJECT CODE: BADSS3518**

LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	CREDIT (C)
2	1	1	4

**SEMESTER: V**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

**OBJECTIVES OF THE COURSE:**

- 1.. To understand the basic meaning, concept of national security and also clear the elements of national security.
2. To impart the knowledge of India's security problems since independence with special reference to bangladesh, china and pakistan.
3. To analyze the geo-strategic importance of the Indian Ocean and explain the economic, political and security stakes in the Indian ocean.



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4. To differentiate the planning and production of National defence and major defence production industries in India with special reference to make in India procurement.

### CONTENTS OF SYLLABUS

Sr. No	CONTENTS	Contact Hours
<b>UNIT-I</b>	<b>National Security</b> -Meaning and its concept of National Security <b>Elements of National Security</b> -Geography, mineral resources, social, political and economic factors of national security, Scientific and technological development, Military preparedness	<b>12</b>
<b>UNIT-II</b>	<b>India's Security problems since independence</b> -geo-political effects of partition <b>Security problems related to Pakistan</b> <b>Security problems related to China</b> <b>Security problems related to Bangladesh</b>	<b>12</b>
<b>UNIT-III</b>	<b>INDIAN OCEAN AND INDIA'S SECURITY:</b> Geo-strategic importance of the Indian Ocean. India's economic, political and security stakes in the Indian Ocean.  <b>INDIA'S NUCLEAR DOCTRINE.</b>	<b>12</b>
<b>UNIT-IV</b>	<b>Planning and Production of National Defence</b> <b>Major Defence production Industries in India with special reference to make in India procurement.</b>	<b>12</b>

### COURSE OUTCOMES

1. The course will help to analyze meaning, concept national security and also knows the elements of national security.
2. The course will help to impart the knowledge of India's security problems since independence with special reference to bangladesh, china and pakistan.
3. The course will help analyze the geo-strategic importance of the Indian Ocean and explain the economic, political and security stakes in the Indian ocean.
4. The course will help to explain the planning and production of National defence and major defence production industries in India with special reference to make in India procurement.

### **SUGGESTED READINGS**



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**Buzan, Barry and**

**Waeber, Ole(eds)**

**Buzan, Barry**

**Bajpai,U.S.**

**Bobbing, Ross and**

**Rawat S.**

**Gordon, Sandy(eds)**

**Chatterjee,R.K.**

**Chaudhury, R.Roy**

**Dass, S.T.**

**Karnard, Bharat,**

*Regions and Powers*

*People Fear and State*

*India and its Neighbourhood*

*Military Psychology: International Perspectives*

*India's Strategic Future*

*India's Land Borders- Problems and Challenges*

*Sea Power and India's Security*

*National Security in Perspective*

*Future Imperiled*

**Singh, Nagendra** *The Defence Mechanism and the Modern State*

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES (PRACTICAL)**

**SUBJECT CODE: BADSS(P)3519**

**INTERNAL ASSESSMENT: 50**

**EXTERNAL ASSESSMENT: 50**

**A. FIELD SKETCHING:**

- i. Purpose
- ii. Importance
- iii. Military Sketches

**B. STUDY OF FIELD CRAFT WITH REFERENCE TO THE FOLLOWING:**

- i. Ground
- ii. Cover
- iii. Camouflage and Concealment
- iv. Observation
- v. Judging Distance

**C. TACTICAL FORMATIONS-SECTION AND PLATOON.**

**D. VERBAL ORDER.**

**E. RECORD BOOK.**

**F. VIVA VOCE.**



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**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES**

**SUBJECT CODE: BADSS3618**

<b>LECTURE (L)</b>	<b>TUTORIAL (T)</b>	<b>PRACTICAL (P)</b>	<b>CREDIT (C)</b>
<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>

**SEMESTER: VI**

**CONTACT HOURS/WEEK:**

**Internal Assessment: 40**

**End Term Exam: 60**

**Duration of Exam: 3 Hrs**

### **OBJECTIVES OF THE COURSE:**

1. To highlight the incidents of regional security and cooperation in India.
2. To clear the objectives, organizations and functioning of North Atlantic Treaty Organization and Gulf Cooperation Council.
3. To impart the knowledge of south asian association for regional cooperation.
4. To know the concept of bay of bengal initiative for multi-sectoral technical and economic cooperation.

### **CONTENTS OF SYLLABUS**



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<b>Sr. No</b>	<b>CONTENTS</b>	<b>Contact Hours</b>
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>● <b>Theoretical dimension of Region's in International Relations</b></li> <li>● <b>Regional Security, Regional Cooperation's and Military Alliances: Conceptual aspects</b></li> </ul>	<b>12</b>
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>● <b>North Atlantic Treaty Organization (NATO):</b> -its objectives, organization and functioning</li> <li>● <b>Gulf cooperation Council (GCC)</b> -its objectives, organization and functioning</li> </ul>	<b>12</b>
<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>● <b>Association of South-East Asian Nation- (ASEAN)</b> -its concept, objectives, features -problems and its achievements</li> <li>● <b>Shanghai Cooperation Organization (SCO)</b> -origin, Aim and features -Organizations and functioning</li> </ul>	<b>12</b>
<b>UNIT-IV</b>	<ul style="list-style-type: none"> <li>● <b>Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC)</b> -objectives and features -problems and achievements</li> <li>● <b>South Asian Association for regional Cooperation (SAARC)</b> -Concept, objectives, features -problems and achievements</li> </ul>	<b>12</b>

### **COURSE OUTCOMES**

1. The course will help to explain regional security and cooperation in India.
2. The course will help to analyze the objectives, organizations and functioning of North Atlantic Treaty Organization and Gulf Cooperation Council.
3. The course will help to insight the south asian association for regional cooperation.
4. The course will help to clear the concept of bay of bengal initiative for multi-sectoral technical and economic cooperation.

### **SUGGESTED READINGS:**

**Das, Gurcharan**

*India Unbound: From Independence to the Global Information Age*



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<b>Rawat S.</b>	<i>Military Psychology: International Perspectives</i>
<b>Buzan, Barry</b>	<i>People Fear and State</i>
<b>Buzan, Barry and Waever, Ole(eds)</b>	<i>Regions and Powers</i>
<b>Das, S.T.</b>	<i>National Security in Perspective</i>
<b>Frankal, Joseph</b>	<i>National Interest</i>
<b>Garnett, John(ed)</b>	<i>Theories of Peace and Security</i>
<b>Morgenthau,Hans J.</b>	<i>Politics among Nations</i>
<b>Palmer Perkins, Norman D. andHoward C.</b>	<i>International Relations</i>
<b>Chaudhury, S.Roy</b>	<i>Military Alliances and Neutrality in War and Peace</i>
<b>Singh, Nagendra</b>	<i>The Defence Mechanism and the Modern State</i>

**SIPRI Yearbook**

**IDSA Journals/Reports/Publications**

**NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**PROGRAMME: B.A.**

**SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES (PRACTICAL)**

**SUBJECT CODE: BADSS(P)3619**

**INTERNAL ASSESSMENT: 50**

**EXTERNAL ASSESSMENT: 50**

**A. PATROL**

- Types and Stages of Patrolling

**B. APPLICATION OF FIRE:**

i. Fire Control

ii. Fire Control Orders and Sequence of Fire Control Orders

**C. MILITARY MESSAGE WRITING.**

**D. AMBUSH:**

i. Organization of ambush Party

ii. Ambush Operation.

**E. RECORD BOOK**

**F. VIVA VOCE**





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**SUBJECT TITLE: PHILOSOPHICAL PERSPECTIVE IN EDUCATION**

**SUBJECT CODE: BEDPHE 1114**

**SEMESTER: I B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
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2	0		2
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**Internal Assessment: 15**  
**End Term Exam: 35**  
**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Make pupil teachers understand the concept of education
- Understand the historical background of education in India
- Help them to know the concept of philosophy and its relationship with education.
- Understand the educational philosophy of some reputed thinkers.
- Sensitize the pupil teachers towards human values and teachers role in creation of values based system of education

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Education: Meaning, Nature, Scope, Philosophy: its nature and scope, Relationship between philosophy and education.	02 hours per week (12 weeks)
UNIT-II	ii. Philosophies of education: Naturalism, Idealism, pragmatism.	
UNIT-III	iii. Reflections on education: Guru Nanak Dev Ji, R.N.Tagore, Gandhi, Aurobindo and Vivekanand`s contribution to educational philosophy.	
UNIT-IV	iv. Values: Concept, types, sources and role of teacher in inculcating values.	

**Sessional Work (any one of the activities)**

- Preparing a handout of quotes of educational thinkers (any one) on education, human conduct, truth and morality.
- Analysis and study of values of school students.

**(C) BOOKS RECOMMENDED**

- Ansari, S.H (2003) . Philosophical Foundations of Education .New Delhi : Sanjay Prakashan.
- Black, H.S. (1955) .Building a Philosophy of Education, New Delhi :Prentice Hall of India.
- Rajput, J.S.(2006). Human values and Education. New Delhi: Pragun Publications.
- Pring, R (2004). Philosophy of Education – Aims, Theory, Common Sense and Research, New York: Continuum.



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- e. Sinha, Jadunath (2006). Outlines of Indian Philosophy. Calcutta: New Control.
- f. Solomon, R.C. (2008) The Little Philosophy Book. New York: OUP
- g. Lal, B.K. (1978/2005). Contemporary Indian Philosophy. Delhi: Motilal Banarsi Dass
- h. Brubacher, J. S. Modern Philosophies in Education
- i. Oomen, T.K. (2014). Social Exclusion independent India. Orient Blackswan.
- j. Taneja, V.R. (1998) Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT: SOCIOLOGICAL PERSPECTIVE IN EDUCATION**  
**SUBJECT CODE: BEDSPE 1115**  
**SEMESTER :I B.Sc/B.A.B.Ed**  
**CONTACT HOURS/WEEK:**



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Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the concept of education from a sociological perspective.
- Analyze social stratification in Indian society.
- Inculcate human values among the learners.
- Be an agent of change for removal of various types of disparities.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Sociology of education: concept, Nature and Scope.	02 hours per week (12 weeks)
UNIT-II	ii. Social Stratification: caste, class, gender, religion in Indian society.	
UNIT-III	iii. Sustainable development: concept, importance and its awareness through education.	
UNIT-IV	iv. Culture: concept, characteristics, acculturation and enculturation.	

**SESSIONAL WORK (Any one of the following)**

- Report on different types of disparities in Indian society.
- Evaluation of Right to Education Act-2009 in any one School.

**(C) BOOKS RECOMMENDED:**

1. Ball, Stephen, J (1990). Politics and Policy-making in Education: Explorations in Political Sociology. London: Routledge.
2. Bruner, J.C (1997). The Culture and Education, London: Harvard University Press.
3. Friere, Paulo (1972). Pedagogy of the Oppressed. Harmond worth: Penguin.
4. Gandhi, M.K (1962). The Problem of Education, Ahmadabad: Navajivan Publishing House.



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5. Sen, Amartya (1999). Development as Freedom. Oxford: Clarendon.

6. Hurn, C.J. (1993). Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Boston: Allyn and Bacon.

7. Pandey, K.P. (2007). Perspectives in Social Foundations of Education. Delhi: Shipra

8. Singharoy, D.K. (Ed.). (2010). Interrogating Social Development. Delhi: Manohar

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a) Attendance	3 Marks
(b) Written Assignments	6 Marks
(c) Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT TITLE: UNDERSTANDING THE LEARNER AND LEARNING**

**SEMESTER: II B.Sc/B.A.B.Ed**

**SUBJECT CODE: BEDULAL 1215**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2



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**Internal Assessment: 15**  
**End Term Exam: 35**  
**Duration of Exam: 1.5Hrs**

**OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the learner and his potentiality;
- Understand the process of human development with special reference to adolescence;
- Analyze the characteristics and problems of Indian adolescents;
- Familiarize with administration and interpretation of psychological tests;
- Apply the understanding of the different typed of learners in various classroom situations;
- Understanding the motivation and its impact in the classroom.

**(A) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Educational psychology- concept, nature, scope and importance.	02 hours per week (12 weeks)
UNIT-II	ii. Growth and development: meaning, difference, principles, influence of heredity and environment on growth and development of a child.	
UNIT-III	iii. Intelligence: concept, theories-Spearman, and Gardner. Uses and limitations of Intelligence tests.	
UNIT-IV	iv. Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory.	

**SESSIONAL WORK (any one of the activities)**

- (i) Administration and interpretation of any one psychological test (Intelligence).
- (ii) Visit to a school and write a report on problems being faced by the Students.

**(C) BOOKS RECOMMENDED:**

- (1) Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Ed.). N.Y.: Harper Collins.
- (2) Bower, G.H. and Hilgard, E.R. (1981) theories of Learning. Prentic Hall, Inc. Englewood Cliffs, New Jersey.
- (3) Woolfolk, A. (2006) Educational Psychology. New Delhi: Pearson Publications.
- (4) Hall, C.S., Gardener, L. and John, B.C. (2010) Theories of Personality.



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Delhi: Aggarwal Printing Press.

(5) Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing.

(6) Havighurst, R. et al. (1995). Society and Education. Baston: Allyn ad Bacon.

(7) Kamat, A.R.(1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.

(8) Rinehart and Winston, Bhatia, K.K. (2008). Basis of Educational Psychology. Ludhiana: Kalyani Publishers.

(9) Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology.Agra: Woolfork.

(10) Upadhya, B. & Singh Y.K.(2011). Encyclopaedia of Education Psychology.(vol. I to II).Delhi: APH

(11) Crawford, W & De Cecco, J.P. The Psychology of Learning and Instruction Delhi:Previtice-Hall.

(12) Kumar,R.(2009) Child Development.(Vol.I To II). New Delhi: APH

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT: SCHOOL MANAGEMENT**

**SUBJECT CODE: BEDSM 1214**

**SEMESTER : II B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
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2	0	0	2
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**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the concept and importance of school management.
- Understand the concept of time table and co-curricular activities.
- Understand the role of worthy head masters and teachers.
- Understand the roles of students" self-government.
- Understand the concept of supervision.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. School management-concept, nature, scope, Time table meaning, types, importance and principles.	02 hours per week (12 weeks)
UNIT-II	ii. Co-curricular activities-concept, content, types, advantages, importance and organization of different co-curricular activities.	
UNIT-III	iii. Leadership: concept, theories and qualities of leader. School Personnel- Head of the institution, teachers and students	
UNIT-IV	iv. Supervision- concept, types, principles, methods of supervision effects in existing supervisory programme and suggestions.	

**SESSIONAL WORK (Any one of the following)**

- Preparation of blue print of the time- table.
- Organisation of morning assembly at the school/college.

**(C) BOOKS RECOMMENDED:**

- Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.
- Mukhopadhyay, Marmar and Tyagi, R.S (2005). Governance of School Education in India. New Delhi, NIEPA.
- Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New, Delhi, The European Commission.





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4. Tilak, J. B.G (1992). Education and Structural Adjustment. Prospects 22 (4), 84: 407- 22.
5. Drucker (2001). Management Challenges for the 21st Century. New York: Harperbusiness.
6. Glasser (1998). The Quality School, 3rd ed. Harper-perennial Library.
7. Mukerjee, S.N.- Secondary School Administration. 72
8. Safaya&Shaيدا- School Administration & Organisation.
9. Sidhu, K.S.- School Organisation & Administration. International Prakashan, Jalandhar.
10. Walia, J.S.-Foundations of School Administration and organisation. Paul.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT: EDUCATIONAL POLICY AND CONTEMPORARY ISSUES IN INDIA**

**SUBJECT CODE: BEDEPC 2314**

**SEMESTER :III B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
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2	0	0	2
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**Internal Assessment: 15**  
**End Term Exam: 35**  
**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the education policy and its determinants.
- Identify and apply various approaches of educational planning.
- Analyze the functioning of administrative bodies.
- Critically analyze recent education policies.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Education policy- Meaning, characteristics and policy determinants. ii. Education planning: meaning, importance, types and approaches of educational planning.	02 hours per week (12 weeks)
UNIT-II	iii. The current plan – Mobilization and allocation of funds for different levels of education .	
UNIT-III	iv. National education commission (1964-66) – policy recommendations. National policy of education (1986) - Policy recommendations.	
UNIT-IV	v. National knowledge commission (2005) - policy recommendations. vi. Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan vii. Right to education Act- (2009) viii. Skill development mission (2014)	

**SESSIONAL WORK (Any one of the following)**

- Study of mid day meal practices in the school and suggestions for further improvement.
- Study of availability of the text books and students school bags contents.

**(C) BOOKS RECOMMENDED:**

- 1) Naik, J.P. (1965). Educational planning in india. New Delhi: Allied.
- 2) Basu, Aparna (1972) Essays in the history of Indian education. New Delhi: concept.
- 3) Dharampal (1983). The beautiful tree: indigenous Indian education in the eighteenth century. Delhi: Biblia impex.



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- 4) Dreze, J. and A.K. Sen (1995) basic education as a political issue, journal of educational planning and administration, 9(1) (January): 1-26.
- 5) Government of India (1950) constitution of India. New Delhi
- 6) Government of India (1985) the challenge of education. New Delhi , Ministry of Human Resource Development (mimeo).
- 7) Government of India (1986) national policy on education 1986. New Delhi : Ministry of Human Resource Development.
- 8) Government of India (1992) National Policy of education 1986 .(revised). New Delhi: Ministry of Human Resource Development.
- 9) Government of India (2001). National human development report 2001. New Delhi: Planning Commission.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:** Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT: KNOWLEDGE OF CURRICULUM**

**SEMESTER :III B.Sc/B.A.B.Ed**

**SUBJECT CODE: BEDKC 2315**

**CONTACT HOURS/WEEK:**



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Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**  
**End Term Exam: 35**  
**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the need and importance of curriculum.
- Analyze different issues in curriculum.
- Apply different approaches to curriculum construction.
- Role of Teacher in Curriculum Development
- Construct curriculum for children with special needs.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Curriculum: concept, need and importance, types, defects of present curriculum; curriculum and syllabus, facets - hidden curriculum and bias in curriculum;	02 hours per week (12 weeks)
UNIT-II	ii. Curriculum development: objectives, basic elements, principles, factors influencing curriculum development, role of teacher.	
UNIT-III	iii. Current issues in curriculum: gender differences, environmental issues, inclusiveness, value concerns, human rights	
UNIT-IV	iv. Approaches to Curriculum development: Subject-centred and learner-centred. v. Content organization; Spiral curriculum, unitization of Syllabus.	

**SESSIONAL WORK (Any one of the following)**

- (i) Preparing a report on difficulties faced in chapter wise teaching of the school subject.
- (ii) Identifying gender bias in any one chapter of a school text book.

**(C) BOOKS RECOMMENDED**

1. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.



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2. Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
3. Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart & Winston.
4. Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press.
5. Dewey, J. (1997) My Pedagogic Creed", in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
6. Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
7. Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
8. Kumar K. (1996). *Learning from Conflict*, New Delhi: Orient Longman.
9. Lakshmi, T.K.S. & Yadav M.S. (1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
10. Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, New Delhi: Sage Publication.
11. Srivastava, H.S. (2010). *Curriculum and Methods of Teaching*. Delhi: Shipra

**((D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a) Attendance	3 Marks
(b) Written Assignments	6 Marks
(c) Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT TITLE: TEACHING FOR ACADEMIC LEARNING**

**SUBJECT CODE: B.EDTAL 2414**



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**SEMESTER: IV B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Improve their teaching – learning classroom context.
- Become aware of different context of teaching and situate schools as a special environment.
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Develop understanding of thesis of learning.
- Prepare teachers for reflecting teaching.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/ Week
UNIT-I	i. Teaching concept: Nature, Characteristics, Principal and Maxima. ii. Styles of teaching: Meaning, Types and Relevance of teaching styles in classroom	02 hours per week (12 weeks)
UNIT-II	iii. Models of teaching: Meaning, Concept, fundamental elements. iv. Glaser’s Basic Teaching Model, Bruner’s Concept teaching model.	
UNIT-III	v. Learning Concept: Characteristics, Relationship between teaching and learning.	
UNIT-IV	vi. Learning Environment: Meaning, Need for organization, Procedures, Planning spaces for learning.	

**ACTIVITIES (Any one of the following)**

- Preparation of a plan based on any model of teaching for teaching any topic included in curriculum.
- Critical analysis of learning situation of any school and prepare a report.

**(C) BOOKS RECOMMENDED:**

- Pandey, K.P. (1983). “Dynamics of Teaching Behaviour”, Bhaziabad: Amitash Parkashan.
- Pandey, K.P.(1980).“A First course in instructional Technology”, Delhi:Amitash Prakshan.
- Skinner,B.F.(1968).”The Technology of Teaching”, New York: Appleton Century Crofts.
- Sharma R.A.(1991).”Technology of Teaching”,Meerut:R,Lall Book Depot.
- Sharma, S.K. (2005). “Technology of Teaching”. Merrut: R. Lall Book Depot.



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6. Sharma, S.k.(2005).“Leaning and Teaching: Learning Process”, Delhi: Gyan Books Private Ltd.

7. Srivastava, D.S. and Kumari, S. (2005). “Education: Understanding the Learner”, Delhi: Gyan books Private Ltd.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT: ICT IN EDUCATION**

**SUBJECT CODE: B.EDIE 2415**

**SEMESTER :IV B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Interpret and adapt ICT `s in line with educational aims and principles.
- Acquire knowledge of computers its accessories and software
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching
- Understanding feature of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. ICT: concept, characteristics and importance, role of information technology in teaching-learning process, challenges of integrating ICT in school education.	02 hours per week (12 weeks)
UNIT-II	ii. Input Devices- key board, mouse, touch screen, light pen, joy stick iii. Output Devices- VDU, Printer, Scanner, Laser iv. Data Storage Devices- Hard Disc, Compact Disc, Pen Drives	
UNIT-III	v. Computer applications in Learning: concept, features and advantages of MS-Word, Excel and Power point.	
UNIT-IV	vi. Audio-video recording instruments and CCTV. vii. New trends in ICT: Smart classroom, EDUSAT, online resources in learning. viii. Computer virus: Meaning, causes and remedies, Anti-virus.	

**SESSIONAL WORK (Any one of the following)**

- Prepare your CV using computer and get its print out.
- Prepare a power point presentation for secondary school students





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**(C) BOOKS RECOMMENDED:**

1. Abbott,C(2001).ICT: Changing education,UK; Psychology press.
2. Khan,N. (2004). Education Technology. New Delhi; Rajat Publications.
3. Mambi, Adam J. (2010) ICT Law Book; A Source book for information and Communication Technologies. Tanzania; Mkukina Nyota Publishers Ltd.
4. Mangal,S.K. & Mangal, Uma (2010) . Essentials of Educational Technology. New Delhi; PHI Learning Pvt.Ltd.
5. Mehra,V. (2004). Educational Technology, New Delhi; S.S. Publishers.
6. Sharma, R.A. (2006). Technological Foundations of Education. Meerut; R. Lall Book Depot.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT TITLE: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)**

**TEACHING OF ENGLISH**

**SUBJECT CODE: BEDTE-3514**

**SEMESTER : V B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment :15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the nature and importance of English language;
- Identify the proficiency, interests and needs of learners in the context of grammar and vocabulary;
- Develop presentation skills among learners;
- Develop activities and tasks for English language learners;
- Apply methods, approaches and materials for teaching English at different levels in the Indian context.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Language: meaning, nature and its roles. Difference between home language and school /language and role of home language/Mother tongue in learning the school language/foreign language.	02 hours per week (12 weeks)
UNIT-II	ii. History and Status of English language in India: Basic linguistic principles, objectives, methods: Translation, Bilingual and Direct. iii. Presentation Skills: (i) Dramatization (ii) Extempore (iii) Declamation	
UNIT-III	iv. Mechanics & Methods of Reading; Letter and non-letter methods, silent & loud reading, intensive & extensive reading and reading for comprehension. v. Introduction to speaking and listening	
UNIT-IV	vi Use of dictionary & thesaurus as resources in teaching and learning the language. Grammar its different types and methods of teaching Grammar: Inductive & deductive. ii Teaching Writing Skills (i) Mechanics of writing (ii) Teaching writings to the beginners (iii) From controlled to free practices (iv) Creative writing	



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### **ACTIVITIES (ANY ONE OF THE FOLLOWING)**

- (i) Discussion on the problems of English language at elementary level.
- (ii) Identification of grammatical errors at the elementary level and remedial measure

### **(C) BOOKS RECOMMENDED:**

1. Gurrey, P. (1954). The teaching of written English. London: Longmans Green and Co.
2. Regional Institute of English, Chandigarh (1972). Teaching English. Regional Institute of English, Chandigarh
3. Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications
4. Bhatia, K.K. Teaching and Learning English as a Foreign Language
5. Chapman, L.R.H. Teaching English to Beginners, Longmans, London.
6. Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.
7. Sachdeva, M.S.(2013). Teaching of English. Patiala: Twenty First Century Publications.
8. Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.
9. Venkateswaran, S.Principles of Teaching English.
10. Venugopal, K.R. Methods of Teaching English, Neel Kamal Publishers.

### **(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a)Attendance	3 Marks
(b)Written Assignments	6 Marks
(c)Two mid Terms Exam	6 Marks

### **(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

### **(F) INSTRUCTIONS FOR THE CANDIDATES :**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT: TEACHING OF PUNJABI**

**SUBJECT CODE: BEDTP-3515**

**SEMESTER : V B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(T) T[d/P L**

!ftfdnkoEhnk B{z gzikph GkPk dh T[sgsh, ftek; gqfefonk ns/ ;o{g s'A ikD{ eokT[Dk.

! ftfdnkoEhnK B{z GkPk rqfjD eoB ;pzXh XkoBktK s'A ikD{ eokT[Dk.

! ftfdnkoEhnK B{z wks GkPk f;Zfynk d/ T[d/PK, wjZst ns/ f;XKsk s'A ikD{ eokT[Dk.

! ftfdnkoEhnK B{z GkPk f;ZyD dh gqfefonK s. fefonktK dh ;jh tos' eoB d/ : 'r pDkT[Dk.

! ftfdnkoEhnK B{z uzr/ GkPK nFXnkge d/ r[DK s'A ikD{ eokT[Dk.

! ftfdnkoEhnK gzikph GkPK gqsh o[uh, brB s/ fgnko g?dk eoBk.

! ftfdnkoEhnK ftZu gzikph GkPK dk ;jh gq: 'r eo ;eD dhnK : 'rsktK g?dk eoBk.

**(n) f;b/p;**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	1H GkPk dh gqfeosh, GkPk dh T[sgsh s/ f;XKs , gzikph GkPk dk fBek; s/ ftek;, ni'e/ ;w/A ftZu gzikph GkPk B{z dog/; u[D"shnK, r[ow[Zyh fbgh dk fBek; s/ ftek;. 2H GkPk rqfjD eoB ;pzXh fgnki/, uow;eh ns/ tkfJroN;eh dhnK XkoBktK.	02 hours per week (12 weeks)
<b>UNIT-II</b>	3. wks GkPk dk pZu/ dh f;Zfynk bJh wjZst, wks GkPk dh f;Zfynk d/ T[d/P ns/ f;XKs.	
<b>UNIT-III</b>	4H GkPk f;Zfynk ftZu ;[DB e"Pb, f;Zfynk d/ T[d/P, wjZst, gqGktPkbh ;[DB bJh PosK, ;[DB e"Pb bJh nkdoP ;fEshnK. 5H GkPk f;Zfynk ftZu p'bukb e"Pb, f;Zfynk d/ T[d/P, wjZst, nkdoP tkoskbg d/ r[D,nP[ZX T[ukoB d/ ekoB s/ ;[Xko bJh :sB.	
<b>UNIT-IV</b>	6H gzikph GkPK nFXnkge d/ r[D, nFXnkge dk wjZst, gzikph	



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	nfXnkge d/ coi, gzikph GkPK nfXnkge dh toswkB ;fEsh.	
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**gq: 'fre fefonktK (fszBK ftZu'A e'Jh fJZe)**

- 1Hgzikph GkPK dhN ;wZf;nktK s/ ;e{b gZXo s/ ftuko uouK.
- 2H gqfJwoh gZXo s/ ftfdnkoEhnK tZb'A iKdhN ehshN fbysh  
nP[ZXhnK bJh T[gukokswe T[gkn.
- 3H ;hBhno ;ze?voh ZXgo s/ ftfdnkoEhnK tb' T[ukoB ;w/A ehshN  
nP[ZXhnK bJh T[gukokswe T[gkn.

**(J) ;jKfJe g[;se ;{uh**

- 1H f;zx,joehos L gzikph Ppd o{g ns/ Ppd
- 2H f;zx, ihH phH (1950) r[owZyh fbgh dk iBw s/ ftek;
- 3H gdw, fgnkok f;zx(1969)H gzikph p'bh dk fJfsjk;
- 4H Bzdok, fJzdod/t f;zx (2015) gzikph GkPk dk nfXnkGB
- 5H ;/y'A, ;H; , ;/y'A, wHeH (2009) gzikph GkPk dk nfXnkGB
- 6H f;zx, gq/w gqek;H gzikph GkPk dk fgS'eV

**(;) w[bKeD**

- pkjoh w[bKeD 35
- nzdo{Bh w[bKeD 15
- jkIoh 03
- fbysh ekoiH ;g'"DhnK \$gq'i?eN ekoi 06
- xo/b{ gqhfyntK (2) 06

**(j) g/go ;?N eoB bJh jdkfJsK ^**

- gqPB gZso ftZu e[b Gkr d' j'Dr/ Gkr (T) ns/ Gkr (n)/.Gkr  
(T) d/ gqPB f;b/p; d/ gfjb/ :{fBN ns/ d{i/ :{fBN (n) d/  
shi/ ns/ u"E/ :{fBN ftZu'
- fJZe^fJZe gqPB eoBk j?. jo gqPB 10 Bzpo dk j't/rk. Gkr  
(J) ftZu gzi gqPB j'Dr/  
jo/e gqPB 3 Bzpo dk j't/rk. Gkr (J) d/ gqPB ;ko/ f;b/p;  
ftZu'A j'Dr/.

**(e) ftfdnkoEhnK bJh jdkfJsKL**

- Gkr (T) ns/ (n) ftZu'A e'Jh fJZe gqPB eoBk j't/rk. Gkr (J)  
d/ ;ko/ gqPB eoB/ j'Dr/.



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**SUBJECT TITLE: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)**

**TEACHING OF HINDI**

**SUBJECT CODE: BEDTH-3516**

**SEMESTER : V B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment :15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

क हिन्दी शिक्षण के उद्देश्य

- भाषा की विभिन्न भूमिकाओं को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा सीखने के तरीके और प्रक्रिया को समझना
- भाषा के व्यावहारिक प्रयोग में निपुणता लाना
- हिन्दी अध्यापक के विशिष्ट गुणों से अवगत कराना

ख पाठ्यक्रम

ईकाई क

1. भाषा : अर्थ, उत्पत्ति, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध
2. लिपि: अर्थ, स्वरूप, महत्व  
देवनागरी लिपि: उद्भव, विकास, व विशेषताएं तथा सीमाएं
3. हिन्दी भाषा: मातृभाषा, राष्ट्रीय भाषा व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व

ईकाई ख

1. भाषायी कौशल: श्रवण कौशल : अर्थ, महत्व, उद्देश्य, विधियां  
बोलचाल कौशल: अर्थ, महत्व, उद्देश्य, विधियां
2. हिन्दी शिक्षक : शिक्षक का महत्व, हिन्दी शिक्षक के सामान्य व विशिष्ट गुण
3. भाषा शिक्षण के सामान्य सिद्धांत व सूत्र एवं इनकी शिक्षण को प्रभावशाली बनाने में भूमिका। भाषा शिक्षण व विविध प्रणालियां : प्रत्यक्ष प्रणाली, संरचनात्मक प्रणाली, संश्लेषणात्मक प्रणाली

ग प्रायोगिक कार्य :

1. स्कूल स्तर पर हिन्दी भाषा से सम्बन्धित समस्याओं पर चर्चा

2. प्राइमरी स्तर पर शिक्षार्थियों द्वारा की जानी वाली लेखन कार्य सम्बन्धी अशुद्धियां व उपचार
3. सीनियर सेकेण्डरी स्तर पर शिक्षार्थियों द्वारा उच्चारण सम्बन्धी की जाने वाली अशुद्धियों के लिए उपचारात्मक सुझाव

सहायक पुस्तक सूची :

जीत, योगेन्द्र भाई १९७२	हिन्दी शिक्षण आगरा : विनोद पुस्तकमन्दिर
खन्ना, ज्योति २०१५	हिन्दी शिक्षण : धनपतराय एण्ड कम्पनी, नई दिल्ली
सफाया रघुनाथ १९९७	हिन्दी शिक्षण विधि जालन्धर : पंजाब घर
भाटिया के के और नारंग सी एल	आधुनिक हिन्दी विविधां प्रकाश पब्लिक ब्रदर्स बराह
सर्वजीत कौर २००९	कल्याली प्रकाशन नई दिल्ली
सिन्हा प्रसाद शत्रुघ्न १९६४	हिन्दी भाषा की शिक्षण विधि पटना दिल्ली

घ मूल्यांकन

बाहरी परीक्षण के	35 अंक
आन्तरिक परीक्षण के	15 अंक
हाजरी के	3 अंक
लिखित कार्य प्रोजेक्ट कार्य	6 अंक
घरेलु परीक्षा दो बार	6 अंक
समय	3 ।

प्रश्न पत्र बनाने सम्बन्धी हिदायते:

प्रश्न पत्र के तीन भाग होंगे। भाग क और ख में दो-दो प्रश्न होंगे। भाग क के प्रश्न पाठ्यक्रम के पहले भाग और भाग ख के प्रश्न पाठ्यक्रम के दूसरे भाग में से होंगे। हर प्रश्न 10 अंक का होगा। भाग ग में 5 प्रश्न होंगे। हर प्रश्न के तीन अंक होंगे। भाग ग के प्रश्न पूरे पाठ्यक्रम में से होंगे -

शिक्षार्थियों के लिए हिदायते:

शिक्षार्थियों को भाग क और भाग ख में से एक एक प्रश्न करना होगा। भाग ग अनिवार्य है।



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**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF MATHEMATICS**

**SUBJECT CODE: BEDTM-3518**

**SEMESTER : V B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the nature of mathematics.
- Understand the importance and objectives of teaching mathematics.
- Understand the methodology of teaching to be used while teaching Mathematics.
- Understand the principles of curriculum constructions in mathematics.
- Improve competencies in secondary level mathematics.
- Setup mathematics club in the school and organize its activities.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Nature of mathematics: Meaning, Nature, Importance and values of mathematics, scope of mathematics. ii. Historical development of notations and hypothesis in mathematics: Contributions to mathematics (Aryabhatta, Bhaskarasharya, Pythagoras, Ramanujam)	02 hours per week (12 weeks)
UNIT-II	iii. Teaching Aids: Meaning, Needs and Importance of Teaching Aids, principles of selections of Audio-Visual aids, Types of Teaching Aids.	
UNIT-III	iv. Objectives: Aims and objectives of teaching mathematics in elementary and secondary school; Bloom's taxonomy of educational objectives. v. Mathematics Teacher: Meaning, Needs and Importance of teacher, qualification of a mathematics teacher, qualities of mathematics teacher.	
UNIT-IV	vi. Pedagogical analysis : Meaning and procedure for continuing pedagogical analysis. Classification of content, objectives, evaluation etc.	

**SESSIONAL WORK (Any one of the following)**





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- (i) Teaching aid from the 3-dimensional aspects.
- (ii) Creative way of teaching of mathematics at elementary level.
- (iii) Preparing a question bank for mathematics.

**(C) BOOKS RECOMMENDED:**

- a. Taylor, Helen and Harris, Andrew : Learning and Teaching Mathem
- b. Hansen, et al : Children's Errors in Mathematics.
- c. Witt, Marcus : Primary Mathematics for Trainee Teachers.
- d. Chambers, P: Teaching Mathematics in Secondary School.
- e. Butler and Wren : The Meaning of Secondary School Mathematics.
- f. Chadha, B.N : The Teaching of Mathematics.
- g. Gakhar, S.C : Teaching of Mathematics.
- h. Mangal. S.K. : Teaching of Mathematics.
- i. N.C.E.R.T Text Books (6<sup>th</sup> Class to 10<sup>th</sup> Class)
- j. Sidhu, K.S. : Teaching of Mathematics.
- k. Dr. Neetu Sethi :Teaching of Mathematics.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections A, B and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF ECONOMICS**

**SUBJECT CODE: BEDTE-3520**

**SEMESTER : V B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the concept, Principles, and theories for growth and development of Indian Economy.
- Understand technology of teaching i.e. Instructional Objectives, Teaching Methods, Devices, Techniques, Teaching aids and Lesson plans.
- Formulate practical solutions of day to day economic problems.
- Carry curriculum transactions effectively by developing an effective evaluation.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Interpret, Calculate and Evaluate Economic data, maps, tables, diagrams and graphs.

**(A)CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Economics: meaning, nature, objectives, importance, scope; Relationships with other subjects; Curriculum: meaning, principles	02 hours per week (12 weeks)
UNIT-II	ii. Approaches to curriculum design - topical, concentric, unit; iii. Evaluation: Meaning and importance of Evaluation.	
UNIT-III	iv. Economics text book: meaning, types, importance, criteria for the selection of text book.	
UNIT-IV	v. Teacher: qualities, functions; Economics Room: Importance and Equipment.	

**SESSIONAL WORK (Any one of the following)**

- Define and evaluate the term GNP
- Role of economics in life (Case study of any one family)
- Evaluate income and expenditure of any one secondary school

**(C) BOOKS RECOMMENDED:**



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1. Dhillon, Satinder : Teaching of Economics.
2. Kanwar, B.S. : Teaching of Economics.
3. Mittal, R.L. : Arth Shastar Da Adhiapan (Pbi. Uni.)
4. Mukherjee, Sandhya : Teaching of Economics.
5. Rai, B.C. : Teaching of Economics.
6. Sidhu, H.S. : Teaching of Economics.
7. Siddiqui, M.H. : Teaching of Economics.
8. Yadav, Amita : Teaching of Economics.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

**( E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF SOCIAL STUDIES**

**SUBJECT CODE: BEDTSS-3521**

**SEMESTER : V B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- To develop an understanding about the concept of social studies.
- To develop an understanding of aim and objectives of teaching of social studies.
- To develop ability to organize curriculum of social studies.
- To acquaint the pupil-teacher with different audio visual aids.
- To develop proper understanding of modern concepts and tools of evaluation.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	i. Concept, nature, scope and importance of social studies, Aims and Objectives of teaching of social studies at school level. Relationship of social studies with other subjects; mathematics, art science, language. ii. Approaches of organizing social studies curriculum-concentric, spiral, correlational, integrated.	02 hours per week (12 weeks)
<b>UNIT-II</b>	iii. Social studies room-need and importance. iv. Lesson plan-need, importance and steps of writing it in teaching of social studies.	
<b>UNIT-III</b>	Social studies text book-need importance and qualities. Social studies teacher-Qualities and role.	
<b>UNIT-IV</b>	. Audio-visual aids-meaning, importance of audio visual aids: chalkboard, maps, graphs, globe, models, charts, overhead Projector, slide projector. i. Evaluation in social studies-modern concept and types of Evaluation.	

**SESSIONAL WORK (Any one of the following)**

1. Writing instructional objectives in behavioural form for five topics from the text book.
2. To prepare a scrapbook of current issues/themes pertaining to the broad area of



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discipline/subject taken up by the print media.

3. Preparation of a low-cost teaching aid.

**(C) BOOKS RECOMMENDED:**

1. Aggarwal J.C;Teaching Of Social Studies.
2. Binning and Binning;Teaching of Social Studies in Secondary Schools.McGraw Hill
3. Kocher.S.K;Teaching of Social Studies.
4. Nasiah .K;Social Studies in Schools.Oxford.
5. Sandhu P.K;Teaching Of Social Studies(Punjabi)
6. Shaida B.D. and shaida,A.K;Teaching Of Social Studies.
7. Wesley E.N.;Teaching Of Social Studies in High School.
8. Boota Singh Sekho,Sukhdeep Kaur,Punam Midda;Teaching Of Social Studies(Punjabi).
9. Khanna, Raj Kumar;Teaching Of Social Studies.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two mid Terms Exam	6

**(C) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section

C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: TEACHING OF POLITICAL SCIENCE**

**SEMESTER: V B.A.B.Ed**

**SUBJECT CODE: BEDTPS-3523**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the aims and objectives of teaching of Political Science.
- Understand and apply the principles of curriculum construction.
- Use different methods and audio visual aids.
- Understand the nature of Indian Political System and its relations with neighbouring countries.
- Develop proper understanding of latest development in current affairs/events.
- Organize discussion, Seminars, tours and practical activities.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Political Science: meaning, nature, objectives, importance, scope; relationship with other subjects;	02 hours per week(12 weeks)
<b>UNIT-II</b>	Curriculum: meaning, principles; methods of teaching political science: concept, characteristics.	
<b>UNIT-III</b>	Political Science text book: meaning, types, importance and qualities, Teacher: qualities, professional growth and role.	
<b>UNIT-IV</b>	Audio-visual aids: Meaning, types, selection and integration in teaching-learning process.	

**SESSIONAL WORK (Any one of the following)**

- Role of political parties in democracy
- Political parties and its relationship with different organizations
- Preparation of a low-cost teaching aid.



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**(C) BOOKS RECOMMENDED:**

1. Aggarwal, J.C.: *Teaching of Political Science and Civics*
2. Preston, R.C. : *Teaching of World Understanding*
3. Singh, R.L.: *Teaching of History of Civics*

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT TITLE: TEACHING OF HISTORY**

**SEMESTER: V B.A.B.Ed**

**SUBJECT CODE: BEDTH-3522**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the meaning, scope and importance of history.
- Identify the aims and objectives of teaching of History.
- Use various methods and audio-visual aids and latest information technology.
- Analyze the role of history in developing the national and international understanding.
- Prepare lesson plan by using specific methods of teaching history.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	i. History: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles,	02 hours per week(12 weeks)
<b>UNIT-II</b>	ii. Teacher: qualities and role for use and development of history, techniques for teaching history-questioning narration, illustration, seminar and workshops etc.; their uses and applications.	
<b>UNIT-III</b>	iii. History text book: meaning, types, importance and qualities; classification of instructional objectives of teaching history in operational terms.	
<b>UNIT-IV</b>	iv. Audio-visual aids: Meaning, types, selection and integration in teaching-learning process.	

**SESSIONAL WORK (Any one of the following)**

- Write down the brief history of any govt. school.
- Evaluate one chapter of history of any class.
- Visit any one historical place and write down its historical importance.

**(C) BOOKS RECOMMENDED:**

Burnston, W.H.: *Principles of History Teaching.*





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Car, E.H.: *What is History.*

Chaubhe, K.P.: *Audio-visual Aids in Teaching of Indian History.*

Ghata, V.D.: *The Teaching of History.*

Ghosh, K.D.: *Creative Teaching in History.*

Hill, C.P.: *Suggestion for Teaching of History, UNESCO.*

N.C.E.R.T.: *Effective Teaching of History in India.*

Prakash, Budh: *A New Approach to History.*

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT TITLE: TEACHING OF PHYSICAL EDUCATION**

**SUBJECT CODE: BEDTPE-3526**

**SEMESTER: V B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
3	1	0	4

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Develop an understanding of objectives and importance of teaching of Physical Education in schools.
- Know the relationship of Physical Education with other subjects.
- Understand the importance of Physical Education room, equipment and text book.
- Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards Physical Education.
- Develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual and social life.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	i. Physical Education: meaning, nature, objectives, importance, scope, relationship with other subjects;	02 hours per week(12 weeks)
<b>UNIT-II</b>	ii. Physical Education curriculum: meaning, principles and approaches.	
<b>UNIT-III</b>	iii. Physical education text book: meaning, types, importance and qualities; Physical education Teacher: qualities, professional growth and role.	
<b>UNIT-IV</b>	iv. Physical Education room: importance, organization and equipment. Audio-visual aids: meaning, importance, selection and types.	

**SESSIONAL WORK (Any one of the following)**

- Critical analysis of physical education curriculum for any class at school level.
- Critical analysis of physical education text book for any class at school level.
- Preparation of a low-cost teaching aid.

**(C) BOOKS RECOMMENDED**

- Singh, Ajmer and Others (2004): *Essentials of Physical Education*, Kalyani



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Publishers, Ludhiana.

2. Charles, A. Brucher (1970): *Foundations of Physical Education*, 8
3. Fox, Edward L. (1984) : *Sports Physiology*, CBS College Publications.
4. Singh, Hardyal : *Science of Sports Training*, DYS Publications, New Delhi.
5. Haskell, W. (1982) : *Nutrition and Athletic Performance*, Bull Publishing Hall.
6. Kamlesh, M. L. (1983) : *Psychology in Physical Education and Sports*, Metropolitan Book Company, New Delhi.
7. Kamlesh, M. L. (1988) : *Physical Education Facts and Foundations*, P. B. Publications Pvt. Ltd., Faridabad.
8. Kaur, Manjit and Sharma, R. C. : *An Introduction to Health and Physical Education*, Tandon Publishers, Ludhiana.
9. Singh, Ajmer and Others (2003) : *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
10. Thomas, J. P. : *Organizations of Physical Education*, Garamodaya Press, Madras.
11. Trinarayan and Hariharan (1986) : *Method in Physical Education*, South India Press, Karnataka.
12. Voltmeter, F. V. and Esslinger, A. L. (1964) : *The Organisation and Administration of Physical Education*, Third Edition, The Times of India Press, Bombay.
13. Willmore, J. H. Costall : *Physiology of Sports and Exercises*, Human Kinetics Language Book Society, Champaign II.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:** Candidates are required to attempt one question each from the sections A and B and the entire section C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF ENGLISH**

**SUBJECT CODE: BEDTE-3614**

**SEMESTER :VI B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Develop the required skills and their inter links for mastering the language.
- Prepare and use teaching aids in the classroom and ICT (INTERNET and Computer Technology);
- Understand the teaching of poetry, prose and drama;
- Understand the functions of language lab;
- Understand constructive approach to language teaching and learning;
- Understand the process of language assessment/evaluation.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Vocabulary its types and various ways of teaching and expansion of vocabulary, ii. Developing the writing skills: Choice of script, dictation and spellings.	02 hours per week(12 weeks)
UNIT-II	iii. Formal and Informal writings such as Application/Letters, short story, diary, notices reports, Advertisements etc. iv. Teaching Composition; Types and procedure. Poetry and prose; its meaning, style of writing & recitation/reading with respect to rhyme scheme and language used.	
UNIT-III	v. Audio-Visual aids: meaning, importance and its types with special reference to preparation of charts, models, PPT and use of print media. vi. ICT, Concept of language lab.	
UNIT-IV	vi. Lesson Planning: Importance, preparation of lesson plans for teaching Prose, Poetry, Grammar and Composition, vii. Evaluation, meaning and importance of tests and examination, different types of tests; oral, written and Some ways and means for testing different skills of English Language	



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**SESSIONAL WORK (Any one of the following)**

- (i) Analysis of advertisement in regional newspaper on the basis of language.
- (ii) Preparation of transparencies

**(C) BOOKS RECOMMENDED:**

1. Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications.
2. Bhatia, K.K. Teaching and Learning English as a Foreign Language.
3. Chapman, L.R.H. Teaching English to Beginners, Longmans, London.
4. Deepika & Singh, Surjit (2010). Techniques of Teaching English. Patiala: Twenty First Century Publications.
5. Fisby, A.W. (1970). Teaching English: Notes and Comments in English Overseas, E.L.B.S., London.
6. N.C.E.R.T. (1970). English for Today Book I & II at Home and School.
7. Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.
8. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
9. Seely, John. Oxford Guide to Writing and Speaking Teaching of English.
10. Singh, Y. K. (2005). Teaching of English. APH Publication Corporation, New Delhi.
11. Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.
12. Venkateswaran, S. Principles of Teaching English.
13. Venugopal, K.R. Methods of Teaching English, Neel Kamal Publishers.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:** Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF PUNJABI**

**SUBJECT CODE: BEDTP-3615**

**SEMESTER :VI B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**T) T[d;/a**

1H ftfdnkoEh nfXnkgeK B{z gzikph ;kfjs d/ ftzfGB o{gK dhNk nfXnkgB ftXhnK s'A ikD{ eokT[Dk.

2H ftfdnkoEh nfXnkgeK B{z Gk;ak f;ZyD dh gqhfe fonk s/ fefonktK dh ;jh tos'A eoB d/ : 'r pDkT[Dk.

3H ftfdnkoEh nfXnkgeK B{z gVQB dh wjZssk dZ; e/ ;e{b g[;sekb/ gqsh o[uh g?dk eoBk.

4H ftfdnkoEh nfXnkgekA B{z ;{yw nfXnkgB ns/ gkm : 'iBk ;jh o{g ftZu fsnko eo ;eD d/ : 'r pDkT[Dk.

5H ftfdnkoEh nfXnkgekA ftZu Gkf;ae, ;kfjse ns/ p"fxe : 'rsktK dk ftek; eoBk.

6H ftfdnkoEh nfXnkgekA ftZu y'ikswe ns/ f;oiDkswe e[;absktK dk ftek; eoBk.

7H ftfdnkoEh nfXnkgekA ftZu ;e{b gZxo s/ gzikph Gk;ak d/ nfXnkgB ;zpzXh g;/a nkT[D tkbhNk w[;aebK jZb eoB dh : 'rsk g?dk eoBk.

**(n) f;b/p;**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	1H Gk;ak f;Zfynk ftZu gVQB e";ab d/ T[d;/a, wjZssk, gqw[Zy ftXhnK, fe;wK, pZffunK ftZu gVQB o[uhnK T[s/fis eoB d/ :sB. 2H Gk;ak f;Zfynk ftZu fbyD e";ab d/ T[d;/a, wjZssk, gqw[Zy ftXhnK, nt;EktK, ;apd i[rsK dh rbshNk, ;[Xko :sB.	02 hours per week(12 weeks)
<b>UNIT-II</b>	3H ;e{b g[;sekbk dh wjZssk, ;zrmB, ;wZroh, toswb ;FfEsh. 4H fdq;aNh ;q's ;jkfJe ;kXBK dh wjZssk, torheoB, b'VhAd/ ;jkfJe ;kXB.	
<b>UNIT-III</b>	5. eftsk f;Zffynk d/ T[d;/a ns/ gqw[Zy ftXhnK.	



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	6H tkose f;Zffynk d/ T[d/;a ns/ gqw[Zy ftXhnK. 7H ftnkeoD f;Zffynk d/ T[d/;a ns/ gqw[Zy ftXhnK.	
<b>UNIT-IV</b>	8H w[bKeD dhnK fe;wK, ftXhnK, fBozso ns/ ;w[Zuk w[bKeD. 9H ;{yw nfXnkgB ns/ e';ab, gkm :'iBk dk wjZst ns/ fsnkoh.	

**gq:'fre fefonktK (fszBK ftZu' e'Jh fJZe)**

- 1H gqkfJwoh gZXo s/ ftfdnkoEhnK tZb' ehshnK iKdhnK gVQB nPZ[XhnK bJh T[gkukokswe T[gkn.
- 2H gqkfJwoh gZXo s/ ftfdnkoEhnK tZbA' ehshnK iKdhnK fbysh nPZ[XhnK bJh T[gkukokswe T[gkn.
- 3H gzikph Gk;ak dh toswbK ;fEsh ns/ gzikph Gk;ak gqsh pZfunK dh o[uh ;zpzXh ;e{b gZXo s/ ftuko uouk.

**(J) ;jKFJe g[;se ;{uh**

- 1H joehos f;zx, gzikph ;apd o{g ns/ ;apd
- 2H ihHphH f;zx, r[ow[yh fbgh dk iBw s/ ftek;, (1950)
- 3H fgnkok f;zx gdw, gzikph p'bh dk fJfsjk;, (1969)
- 4H fJzdod/t f;zx Bzdok, gzikph Gk;ak dk nfXnkgB, (2015)
- 5H ;H;H;/y', wHeH;/y', gzikph Gk;ak dk nfXnkgB, (2009)
- 6H g/qw gqek;a f;zx, gzikph Gk;ak dk fgS'eV

(;)	w[bKeD	
	pkjoh w[bkAeD	35
	nzd{oBh w[bKeD	15
	jkIoh	03
	fbysh ekoih ;'AgDhnK\$gq'i?eN ekoi	06
	xo/b{ gqhfyntK (2)	06

**(j) g/go ;?N eoB bJh jdkfJsKL^ (e) ftfdnkoEhnK bJh jdkfJsKL^** gqPB gZso ftZu e[b Gkr d' j'Dr/ Gkr (T) ns/ Gkr (n).Gkr (T) d/ gqPB f;b/p; d/ gfjb/ :{fBN ns/ d{i/ :{fBN (n) d/ shi/ ns/ u"E/ :{fBN ftZu' fJZe^fJZe gqPB eoBk j?. jo gqPB 10 Bzpo dk j't/rk. Gkr (J) ftZu gzi gqPB j'Dr/. jo/e gqPB 3 Bzpo dk j't/rk. Gkr (J) d/ gqPB ;ko/ f;b/p; ftZu'A j'Dr/.

**e) ftfdnkoEhnK bJh jdkfJsKL**

Gkr (T) ns/ (n) ftZu'A e'Jh fJZe gqPB eoBk j't/rk. Gkr (J) d/ ;ko/ gqPB eoB/ j'D



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF HINDI**

**SUBJECT CODE: BEDTH-3616**

**SEMESTER :VI B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**



क हिन्दी शिक्षण के उद्देश्य

1. भाषा की विभिन्न भूमिकाओं को जानना ।
2. भाषा के स्वरूप और व्यवस्था को समझना ।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना ।
4. भाषायी कौशलों में दक्षता ।
5. भाषा के व्यावहारिक प्रयोग में निपुणता लाना ।
6. साहित्य की विभिन्न विधाओं का ज्ञान करवाना ।
7. पाठ-योजना निर्माण के योग्य बनाना ।
8. मूल्यांकन की योग्यता का विकास करना ।
9. सहायक शिक्षण सामग्री के निर्माण तथा प्रयोग के योग्य बनाना ।

ख पाठ्यक्रम

ईकाई-1

1. भाषायी कौशल: क. वाचन अथवा पठन कौशल - अर्थ, महत्व, उद्देश्य, किये गए विधियां  
ख. लेखन कौशल - अर्थ, लेखन प्रक्रिया, महत्व, सृजनात्मक लेखन की विधियां
2. हिन्दी शिक्षण: क. गद्य शिक्षण - गद्य का अर्थ, उद्देश्य, सोपान विधियां  
ख. पद्य शिक्षण - पद्य का अर्थ, उद्देश्य, सोपान, विधियां
3. व्याकरण शिक्षण: व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां
4. पाठ्य पुस्तक एवं पुस्तकालय: अर्थ, उपयोगिता, विद्यार्थियों की पुस्तकालय में रुचि विकसित करने के उपाय, पाठ्य पुस्तक की विशेषताएं।

ईकाई-2

5. मूल्यांकन: अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।
6. दृश्य श्रव्य साधन: अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां
7. सूक्ष्म शिक्षण - अर्थ, महत्व, सूक्ष्म शिक्षण कौशल दीर्घ पाठ-योजना - अर्थ, महत्व सोपान

### ग प्रायोगिक कार्य :

1. हिन्दी साहित्य के विकास में कोई दो महान लेखककार एवं कहानीकार के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दी साहित्य के विकास में कोई दो महान कवियों एवं कवित्रियों के योगदान पर रिपोर्ट तैयार करें।

### सहायक पुस्तक सूची :

जीत, योगेन्द्र भाई 1972	हिन्दी शिक्षण आगरा : विनोद पुस्तकमन्दिर
खन्ना, ज्योति 2015	हिन्दी शिक्षण : धनपतराय एण्ड कम्पनी, नई दिल्ली
सफाया रघुनाथ 1997	हिन्दी शिक्षण विधि जालन्धर : पंजाब घर
भाटिया के के और नारंग सी एल	आधुनिक हिन्दी विविधां प्रकाश पब्लिक ब्रदर्स बराड
सर्वजीत कौर 2009	कल्याली प्रकाशन नई दिल्ली
सिन्हाप्रसादशत्रुघ्न	1964 हिन्दी भाषा की शिक्षणविधि पटना दिल्ली

### घ मूल्यांकन

बाहरी परीक्षण के	35 अंक
आन्तरिक परीक्षण के	15 अंक
हाजरी के	3 अंक
लिखित कार्य प्रोजेक्ट कार्य	6 अंक
घरेलु परीक्षा दो बार	6 अंक
<b>समग्र</b>	<b>1½ घण्टा</b>

### प्रश्न पत्र बनाने सम्बन्धी हिदायते:

प्रश्न पत्र के तीन भाग होंगे। भाग क और ख में दो-दो प्रश्न होंगे। भाग क के प्रश्न पाठ्यक्रम के पहले भाग और भाग ख के प्रश्न पाठ्यक्रम के दूसरे भाग में से होंगे। हर प्रश्न 10 अंक का होगा। भाग ग में 5 प्रश्न होंगे। हर प्रश्न के तीन अंक होंगे। भाग ग के प्रश्न पूरे पाठ्यक्रम में से होंगे -

### शिक्षार्थियों के लिए हिदायते:

शिक्षार्थियों को भाग क और भाग ख में से एक एक प्रश्न करना होगा। भाग ग अनिवार्य है



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT:** PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF MATHEMATICS

**SUBJECT CODE: BEDTM-3618**

**SEMESTER :VI B.Sc/B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teacher to:

- Understand the nature of Mathematics.
- Understand the importance and objectives of teaching mathematics.
- Understand the methodology of teaching to be used while teaching mathematics.
- Improve competencies in secondary level mathematics.
- Setup mathematics club in the school and organize its activities.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	<b>i. Strategies for learning and Teaching Mathematics:</b> Concept formations and Concept attainment. Concept attainment model and Constructivism and Zone of proximal devilmnt for learning and Teaching of concepts.	02 hours per week(12 weeks)
UNIT-II	<b>ii. Methods of Teaching:</b> Lecture, Discussion, Demonstration, Inductive-Deductive, Problem-solving and Project.	
UNIT-III	<b>iii. Lesson Planning:</b> Importance, Objectives, Phases, Basic steps, Components; <b>Micro Teaching:</b> Steps, Some important skills. <b>iv. Mathematics Library:</b> Need and importance of Mathematics Library, Material for Mathematics Library.	
UNIT-IV	<b>v. Mathematics Laboratory:</b> Purposes of Mathematics Laboratory, Need, Importance of Mathematics Laboratory, Equipments for Mathematics Laborators.	

**SESSIONAL WORK (Any one of the following)**

- Preparation of Case study of Slow or Gifted learners in Mathematics.
- Constructions of achievement test.
- Preparation of enrichment program for gifted children in Mathematics.



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**(C) BOOKS RECOMMENDED:**

1. Taylor, Helen and Harris, ANDREW: Learning and Teaching Mathematics.
2. Hansen et al: Children'S Erroes in mathematics.
3. Witt, Marcus: Teaching Mathematics for Trainee Teachers.
4. Chambers,P : Teaching Mathematics in Secondary School.
5. Butler and Wren : The Meaning of Secondary School Mathematics.
6. Chadha, B.N : The teaching of Mathematics.
7. Gakhar,S.K : Teaching of Mathematics.
8. Mangal.S.K: Teaching of Mathematics.
9. N.C.E.R.T. Text Books (6<sup>th</sup> class to 10<sup>th</sup> class)
10. Sidhu, K.S: Teaching of Mathematics.
11. Dr. Neetu sethi : Teaching of Mathematics.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF ECONOMICS**

**SUBJECT CODE: BEDTE-3620**

**SEMESTER :VI B.A. B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teacher to:

- Understand the Concept, Principles and theories for growth and Development of Indian Economy.
- Understand technology of teaching i.e. Instructional Objectives, Teaching Method, Devices, Techniques, Teaching aids and Lesson Plans.
- Formulate Practical Solutions of day to day economic problems.
- Carry Curriculum transactions effectively by developing an effective evaluation.
- Develop the skill of effective Teaching making use of various devices, techniques and teaching aid
- Interpret, calculate and Evaluate Economic data, maps, table, diagrams and graphs.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Methods – Lecture, discussions, source, project, problem solving, inductive and deductive methods; Audio visual aid: meaning and importance of teaching aid	02 hours per week(12 weeks)
UNIT-II	ii. Curriculum of economics – critical analysis of curriculum of economics, useful selection for economics curriculum, Evaluation – Assumptions, complete programme of evaluation of economics.	
UNIT-III	iii. Lesson Planning; meaning, definition, characteristics, importance and model lesson plan	
UNIT-IV	iv. Techniques of teaching; Explanation, illustration, description, questioning, assignments, brain-storming, seminar, dramatization, supervised study.	

**(C) BOOKS RECOMMENDED:**

1. Dhillon, Satinder : Teaching of Economics
2. Mittal, R.L. : Arth Shaster Da Adhiapan (Pbi.Univ)
3. Sidhu H.S. : Teaching of Economics



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4. Siddiqui, M.H. : Teaching of Economics

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF SOCIAL STUDIES**

**SUBJECT CODE: BEDTSS-3621**

**SEMESTER :VI B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teacher to:

- Acquaint pupil teacher with different methods and devices.
- Develop an understanding of micro teaching
- Know how to plan lesson.
- Develop an understanding of tools techniques of evaluation.
- Understanding the latest development in current affairs/events.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Methods of teaching of social sciences-Lecture, Discussion, Source, project, text book method. ii. Micro Teaching –Meaning, micro teaching cycle, micro teaching skills: introducing the topic, questioning, explanation, stimulus variation, blackboard writing.	02 hours per week(12 weeks)
UNIT-II	ii. Lesson planning-Meaning, characteristics and procedure of lesson planning. v Instructional planning –concept, need and importance	
UNIT-III	i. Devices and techniques of teaching social studies-Narration , Description ,Illustration, Questioning and problem solving. ii. Evaluation-Meaning ,importance, purposes and tools and techniques of evaluation	
UNIT-IV	iii. Continuous and comprehensive Evaluation- meaning and Tools and techniques of continuous and comprehensive evaluation. iv. Current affairs- in social studies- Meaning, importance and methods.	

**SESSIONAL WORK (Any one of the following)**

- (i) Identification of difficulties in learning social sciences.
- (ii) Evaluate social issues in newspaper.

**(C) BOOKS RECOMMENDED:**



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1. Aggarwal J.C;Teaching Of Social Studies.
2. Binning and Binning;Teaching of Social Studies in Secondary Schools. McGraw Hill.
3. Kocher.S.K;Teaching of Social Studies.
4. Nasiah .K;Social Studies in Schools.Oxford.
5. Sandhu P.K;Teaching Of Social Studies(Punjabi).
6. Shaida B.D. and shaida,A.K;Teaching Of Social Studies.
7. Wesley E.N.;Teaching Of Social Studies in High School.
8. Boota Singh Sekho,Sukhdeep Kaur,Punam Midda; Teaching Of Social studies(Punjabi).
9. Khanna, Raj Kumar;Teaching Of Social Studies.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E ) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: TEACHING OF PHYSICAL EDUCATION**

**SUBJECT CODE: BEDTPE-3626**

**SEMESTER: VI B.A.B.Ed**

**CONTACT HOURS/WEEK:**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
2		0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5 Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Identify and apply various methods of teaching Physical Education.
- Understand the importance of Physical Education room, equipment and text book.
- Make the teaching of Physical Education more interesting and innovative.
- Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards Physical Education.
- Develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual and social life.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Methods of teaching physical education: concept, characteristics, lectures cum demonstration, command, and project.	02 hours per week(12 weeks)
<b>UNIT-II</b>	Organizational structure of athletic meet, Types of tournaments and its organization structure: Knock-out tournament, league of round robin tournaments, combination tournament and challenge tournament, sports events intramurals and extramural tournament planning.	
<b>UNIT-III</b>	Micro Teaching-meaning, concept, cycle Lesson plan: concept, objectives, importance and steps.	
<b>UNIT-IV</b>	Evaluation in Physical Education: concept, importance and types; different type of tests: essay type, objective and short answer type.	

**SESSIONAL WORK (Any one of the following)**

- Mark a sports ground.
- Prepare a report any one of the following game: Volley ball, Badminton and Kho-kho.

**(C) BOOKS RECOMMENDED**

1. Singh, Ajmer and Others (2004): *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
2. Charles, A. Brucher (1970): *Foundations of Physical Education*, 8<sup>th</sup>ed., The C.V. MosComputers.
5. 3. Fox, Edward L. (1984): *Sports Physiology*, CBS College Publications.
4. Singh, Hardyal: *Science of Sports Training*, DYS Publications, New Delhi.
- Haskell, W. (1982): *Nutrition and Athletic Performance*, Bull Publishing Hall.
6. Kamlesh, M. L. (1983): *Psychology in Physical Education and Sports*, Metropolitan Book Company, New Delhi.
7. Kamlesh, M.L. (1988): *Physical Education Facts and Foundations*, P. B. Publications



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Pvt. Ltd., Faridabad.

8. Kaur, Manjit and Sharma, R.C.: *An Introduction to Health and Physical Education*, Tandon Publishers, Ludhiana.
9. Singh, Ajmer and Others (2003): *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
10. Thomas, J.P.: *Organizations of Physical Education*, Garamodaya Press, Madras.
11. Trinarayan and Hariharan (1986): *Method in Physical Education*, South India Press, Karnataka.
12. Voltmeter, F. V. and Esslinger, A. L. (1964): *The Organisation and Administration of Physical Education*, Third Edition, The Times of India Press, Bombay.
13. Willmore, J.H. Costall: *Physiology of Sports and Exercises*, Human Kinetics Language Book Society, Champaign IL.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E ) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT TITLE: TEACHING OF POLITICAL SCIENCE**

**SUBJECT CODE: BEDTPS-3623**

**SEMESTER: VI B.A. B.Ed**

**CONTACT HOURS/WEEK:**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
2		0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5 Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Identify and use different methods and audio visual aids.
- Understand the nature of Indian Political System and its relations with neighbouring countries.
- Develop proper understanding of latest development in current affairs/events.
- Organize discussion, Seminars, tours and practical activities.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Methods of teaching -story telling, lecture, discussion, source, project and problem solving.	02 hours per week(12 weeks)
<b>UNIT-II</b>	Audio visual aids: meaning, importance, projective and non-projective teaching aids. Internship in teaching: concept and importance.	
<b>UNIT-III</b>	Micro Teaching-meaning, concept, cycle Lesson planning: concept, objectives, importance and steps.	
<b>UNIT-IV</b>	Evaluation in political science: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type.	

**SESSIONAL WORK (Any one of the following)**

- Explain any political thinker in the political context.
- Role of political theories in political change.
- Constitutional basic parameters for political parties.



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**(C) BOOKS RECOMMENDED**

1. Aggarwal, J.C.: *Teaching of Political Science and Civics*
2. Preston, R.C.: *Teaching of World Understanding*
3. Singh, R.L.: *Teaching of History of Civics*

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E ) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT TITLE: TEACHING OF HISTORY**

**SUBJECT CODE: BEDTH-3622**

**SEMESTER: VI B.A. B.ED**

**CONTACT HOURS/WEEK:**

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
2		0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5 Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the meaning, scope and importance of history.
- Develop an understanding of Aims and Objectives of teaching of history.
- Acquaint prospective teachers with various methods and audio-visual aids and latest information technology.
- Enable prospective teachers to emphasize the role of history in developing the national and international understanding.
- Enable prospective teachers with various techniques of evaluation.
- Enable prospective teachers to prepare lesson plan by using specific methods of teaching history.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Methods of teaching history: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving	02 hours per week(12 weeks)
<b>UNIT-II</b>	Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance	
<b>UNIT-III</b>	Micro Teaching-meaning, concept, cycle Lesson plan: concept, objectives, importance and steps,	
<b>UNIT-IV</b>	Evaluation in history: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type	

**SESSIONAL WORK (Any one of the following)**

- Importance of historical studies.
- Write down any historical event
- Role of history for future orientation.

**(C) BOOKS RECOMMENDED**

- Burnston, W.H.: *Principles of History Teaching*.
- Car, E.H.: *What is History*.
- Chaubhe, K.P.: *Audio-visual Aids in Teaching of Indian History*.
- Ghata, V.D.: *The Teaching of History*.



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5. Ghosh, K.D.: *Creative Teaching in History*.
6. Hill, C.P.: *Suggestion for Teaching of History*, UNESCO.
7. N.C.E.R.T.: *Effective Teaching of History in India*.
8. Prakash, Budh: *A New Approach to History*.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E ) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT TITLE: SCHOOL INTERNSHIP & ENGAGEMENT WITH COMMUNITY**

**SUBJECT CODE: BED-4714-4729 & BED -4730**

**SEMESTER: VII BAB.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
0	0	10	5

Subject	Internal	External	Total
<b>School Internship Subject I</b>	<b>30</b>	<b>100</b>	<b>130</b>
<b>School Internship Subject II</b>	<b>30</b>	<b>100</b>	<b>130</b>
<b>Engagement with Community</b>	<b>15</b>	<b>25</b>	<b>40</b>
		<b>Total</b>	<b>300</b>

Internship in schools is

organized for a minimum duration of 16 weeks. During this period, the students are provided with opportunities to each in government and private schools with systematic supervisory support and feedback from faculty. During the internship, student- teacher work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

School internship should include an initial phase of 4 weeks of supervised teaching practice in the school. This phase would include school engagement, peer observations and observations of interns lesson by faculty. During this period, each trainee-teachers has to plan at least 10 lessons in each school subject. At the culmination of this phase, the subject teacher will conduct 1 discussion lesson for each school subject. First discussion lesson should be held during ‘Teaching Practice’ and 2<sup>nd</sup> should be at the end of the Teaching Practice” and this will evaluate the performance of the internal. Each discussion lesson will be of 10 marks.

During internship, the student-teachers apart from taking regular classes as per the time table the school, has to perform certain activities/assignments. Each student-teacher has to plan and deliver at least 40 lessons in each school subject. Besides, the student teacher are to observe 20 lessons, 10 in each school subject taught by fellow student- teachers.

Further, each student teacher has to develop strategies /teaching techniques to identify a slow learner /talented learner/ child with learning difficulties or any other case /problem for action research at the initial stage of internship program and conduct the study in detail. A 72 report is to be prepared detailing all the steps of study. The tools, techniques used, response sheets or any other valuable document in support of the study should be submitted along with the report. The action research report will be evaluated either by the teacher supervising the internship or by the subject teacher. This action research report will carry 10 marks.



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**SUBJECT TITLE: LEARNING ASSESSMENT**

**SUBJECT CODE: BEDLA-4801**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment:30**

**End Term Exam:70**

**Duration of Exam 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

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

- Gain a critical understanding of issues in assessment and evaluation.
- Differentiate between various types of assessment.
- Use of a wide range of assessment tools.
- Select and construct various types of assessment tools appropriately.
- Evolve realistic, comprehensive and dynamic assessment.

**(B) CONTENTS OF SYLLABUS:**

Sr. No.	Contents	Contact Hours/Weeks
<b>UNIT - I</b>	i. Assessment: Meaning, Characteristics, purpose. ii. Evaluation: Meaning, Characteristics of good evaluation, diagnostic, formative and summative evaluation.	05 hours(12 weeks)4 hours per week
<b>UNIT - II</b>	iii. Techniques of assessment: assignments, projects, tests: objective and essay type, Seminars and Reports as assessment devices. iv. Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation as assessment devices.	
<b>UNIT - III</b>	v. Statistical tools and techniques: percentage, percentile rank, vi. Frequency distribution, central tendency measures- mean, median and mode; normal distribution curve.	
<b>UNIT - IV</b>	vii. Continuous and comprehensive evaluation: concept, significance, merits and limitations. viii. Examination Reforms: flexibility, quality and range of questions, school based credit	





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**SESSIONAL WORK (any one of the activities)**

- (i) Prepare a report on implementation of CCE at school level.
- (ii) Construction of an achievement test in any school subject at elementary/secondary.
- (iii) Critical appraisal of learning outcomes – scholastic and co - scholastic.

**(C) BOOKS RECOMMENDED**

- i. Singh H.S.(1974).Modern Educational Testing. New Delhi: Sterling Publication.
- ii. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- iii. Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- iv. Norris N. (1990). Understanding Educational Evaluation, Kogan Page Ltd.
- v. Rao, Manjula (1998). Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).
- vi. Ved Prakash, et.al. (2000). Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.
- vii. Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).
- viii. Nandra. I. (2011): Learning Resources & Assessment of learning, Patiala: Twenty First Century Publication.
- ix. Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (6th Edition). New Delhi: Pearson Publications.
- x. Kaur. J., Bist. R. (2016) Assessment of Learning. Patiala: Twenty First Century Publication.
- xi. Nandra, I.(2017). Assessment for Learning. Patiala: Twenty first Century Publications.

**(D) EVALUATION**

External Examination	70 Marks
Time	3hrs
Internal Assessment	30 Marks
Attendance	6 Marks
Written Assignment/Project work/Presentations	12 Mark
Two Mid-term Examinations/ House Test	12 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 4 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



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**SUBJECT TITLE: INCLUSION SCHOOL AND EDUCATION**

**SUBJECT CODE: BEDISE-4802**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE**

To enable the student teachers to:

- Understand the concept and importance of inclusiveness in education.
- Use different teaching strategies for inclusive education.
- Understand the role of teachers, parents and community for supporting inclusion.
- Understand the recommendations of various Policies.
- To understand Diversity, Disability and Inclusion

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	i. Inclusive Education: meaning, concept and its Importance. ii. Difference between special, integrated and inclusive education, Barriers in inclusive education	02 hours per week(12 weeks)
<b>UNIT-II</b>	iii. Teaching strategies for inclusive education and creating conducive environment in inclusive schools.	
<b>UNIT-III</b>	iv. Creating and sustaining inclusive practices: Role of teachers, parents and community.	
<b>UNIT-IV</b>	v. Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1985).	

**SESSIONAL WORK (any one of the activities)**

1. Field visit to school promoting inclusive practices.
2. Analysis of teaching learning practices with reference to inclusion.
3. Prepare a case study on any of the categories (mentioned above) of children with diverse needs.

**(C) BOOKS RECOMMENDED**



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1. Archer L, Hutchings M. and Ross A (2003). Higher Education and Social Class Issues of Exclusion and Inclusion. London: Routledge Falmer Taylor and Francis Group.
2. Jha, J and D. Jhingran (2002). Elementary Education for the Poorest an other Deprived Groups: the Real Challenge of Universalisation, New Delhi: Centre For Policy Research.
3. Ghai, A (2002). Disability in the Indian Context: Post-Colonial PerspectivCorker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88- 100). London: Continuum.
4. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
5. Stringfield, S (2006). Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning, Routledge, UK.
6. Mithu Alur and Michael Bach (2005). Inclusive Education from Rhetoric to Reality, New Delhi, Viva Books Ltd.
7. Singh Agyajit & Surjit Singh (2010) Education of Exceptional Children, Patiala Twenty First Century Publications.
8. Sharma Yoginder K and Madhulika Sharma (2014) Inclusive Education –Special Educational Needs of Learners New Delhi , Kanishka Publisher
9. Dr.Jaswant Kaur Virk (2017) Inclusive School Patiala Twenty First Century Publications.
10. Dr. Jitinder Kumaur (2013) Inclusive Education: A journey through challengers Twenty First Century Publications.
11. Dr. Agyajit & Surjit Singh (2014) Education of Exceptional Children, Patiala Twenty First Century Publications.
12. Virk Jaswant, Alka Arora and Richa Sharma Sood (2010) Fundamentals of Inclusive Education Twenty First Century Publications.

**(D) EVALUATION**

Theory Examination (External)	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignment	6 Marks
Two Mid Term Examination	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section c will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly and carry 15 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one questions each from the sections A and B and the entire section C.



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**SUBJECT TITLE: SCHOOL, SOCIETY AND GENDER**

**SUBJECT CODE: BEDSSG-4803**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**

**End Term Exam: 35**

**Duration of Exam: 1.5Hrs**

**(C) OBJECTIVES AND OUTCOME OF COURSE:**

After Completion of Course, the students will able to:

- Understand the basic terms, Concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.
- Understand some important landmark in connection with gender and education in the contemporary perspective.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	1. Meaning of gender, sex, sexuality, patriarchy, masculinity and feminism. 2. Gender equality in India with special reference to Caste, class and religion.	2 hours per week (12 Weeks)
<b>UNIT-II</b>	1. Concept of Gender Equity and equality in education. Problems of access, Retention, Stagnation and drop out. 2. Gender Indentities and socialization practices in family, school, other formal and Informal Organizations.	
<b>UNIT-III</b>	1. Role of Education in Gender Sensitization: Identifying education as a catalyst agent for gender equality. 2. Role of curricular and Co- curricular activities in combating gender bias.	
<b>UNIT-IV</b>	1. Schooling of girls: Inequalities and Intervention for girls Participation in schooling 2. Efforts of government and non- government organization in dealing with gender inequalities.	

**SESSIONAL WORK (any one of the activities):**

- Identification of gender bias in school text book.



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- Preparation of report on organizational climate in single- sex and co- education school.

### **(C) BOOKS RECOMMENDED:**

1. Aeker, S (1994) Feminist theory and the study of gender and education.
2. Ahmad, Karuna (1984) Social context of womens education 1921 -81, New frontiers in higher education Vol- XV No. 3
3. Barks, O (1971): Sociology of Education Ed.2 Landon : Batsford.
4. Crapo, H. (ed) (1970) : Family. Class and education, London: Longman
5. Kumar, K (1991): Political agenda of Education, New Delhi: Sage.
6. Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
7. Tyler, W. (1977): The sociology of educational inequality, London: Methuen.
8. Lips, Hilary M. (1989) Sex and Gender an Introduction, California: Mountainview, Mayfield Publishing Company.

### **(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

### **(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

### **(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT TITLE: UNDERSTANDING THE SELF**

**SUBJECT CODE: BEDUS-4804**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

- Be aware of the processes of socialization.
- Understand the self of the growing 'student' as well as 'teacher'.
- Shape their own and student's sense of identity.
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Socialization and Development of Self: At home, community and at school inter linkages within wider social-cultural contexts. ii. Role of Positive Thinking in Self development.	02 hours per week(12 weeks)
UNIT-II	iii. The Influence of Peer Group, media message, technology and globalization on identity formation.	
UNIT-III	iv. Schooling as a process of identity formation: Developing national, secular and humanistic identity.	
UNIT-IV	v. Constructive role of education and 'critical pedagogy' in moving towards peaceful living.	

**SESSIONAL WORK (any one of the activities)**

- SWOC Analysis matrix of self (Strength, Weakness, Opportunities and Challenges).
- Developing Emotional Integration through Practice of Yoga & Meditation.

**(C) BOOKS RECOMMENDED:**



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1. Sarah Grison, Michal S. Gazzaniga. Psychology in your life (2016) . Norton,W.W & company Inc.
2. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
3. M Carnoy,D Rhoten (2002).What Does Globalization Mean for Educational Change ? A Comparative Approach, Comparative Education Review.
4. Pathak, Avijit (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Noida.
5. Ramalingam, Dr.Panch. (2010). Recent Stidies in School Psychology. New Delhi, Authorpress.
6. Cornelisson,R.M.M.,Mishra,G.,Varma,S.(2011a). Foundation of Indian psychology: vol.1, concept and theories, New Delhi, India:Pearson.
7. Baron, R.A. (2012).Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
8. Dr. Rekha, Kaur Jasjot, Dr. Raminderjit Kaur (2016). Understanding the Self. Patiala, Twenty First Century Publications.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two Mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

**SUBJECT: TEXTS; READING AND REFLECTING**  
**SUBJECT CODE: BEDTRR-4805**  
**SEMESTER : VIII B.A.B.ED**  
**CONTACT HOURS/WEEK:**



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Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**  
**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teacher to:

- Understand different types of Text.
- Understand National policy on education.
- Understand national curriculum framework.
- Reflection upon different types of policy documents.
- Reflection upon core elements of text book on gender, environment and health.
- Understand problem faced by children in reading.

**(B) CONTENTS OF**

Sr. No	Contents	Contact Hours/Week
UNIT-I	j. Reading resources: National policy on education(1986). . Reading resources: National curriculum framework (2005).	02 hours per week(12 weeks)
UNIT-II	iii. Reflection on core element (NPE-1986): Aims of education, pedagogy and evaluation. iv. Reflection on core elements(NCF-2005):Aims of education, pedagogy and evaluation	
UNIT-III	v . Reading of text books(class viii/ix) -science ,social sciences, mathematics and language. vi. Reflection on core elements in the above stated school text books with respect to gender, environment and health.	
UNIT-IV	vii. Evaluation of Reading skills with special reference to test of rate of reading. viii. Problems faced by children in reading –causes and remedies.	

**SESSIONAL WORK (any one of the activities):**

- (i) Analysis of two articles/advertisement from newspaper/magazine etc.
- (ii) Writing a book review and critically analyzing the content and language of the text.

**(C) BOOKS RECOMMENDED:**

1. Nandra, inder dev (2017)Reading and Reflecting on text.21<sup>st</sup> century publication,Patiala.
2. Garg,Seema(2017) Reading and reflecting on text.21<sup>st</sup> century publication,Patiala.
3. Indra devi,M,Prasant kumar,J,Rao,Digumarti Bhaskar(2004)Values in languages Text Book.Discovery publishing house,Patiala.
4. Shri vastave B.P.;The Teaching of Reading.Bharti publication new delhi.
5. Grellet,F.(1981) Devloping Reading Skills; Apractical guide to reading comprehension





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exercises.Cambridge University press.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

**(E ) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

**SUBJECT: LANGUAGE PROFICIENCY AND LEARNER**

**SUBJECT CODE: BEDLPL-4806**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**  
**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

- To enable student teacher to comprehend ideas, for reflection and thinking, as well as for expression and communication.



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- ii. To enable student teacher to enhance one's facility in the language of instruction is thus a vital need of student-teachers.
- iii. To enable student teacher to strengthen the ability to 'read', 'think', 'discuss & communicate' as well as to 'write'.
- iv. To enable student teacher to Understand the concept of classroom transaction.

## (B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Engaging with popular Subject- based Expository Writing: Selected Articles, biographical writing.	02 hours per week (12 weeks)
UNIT-II	ii. Engaging with different writing: newspapers, magazine and contemporary educational issues.	
UNIT-III	School Magazine: objective, significance and layout Wall Magazine: objective, significance and preparation	
UNIT-IV	v. Classroom discourse and its nature, Discussion and Questioning as tool for learning. vi. Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.	

### SESSIONAL WORK (any one of the activities):

- Preparation of a plan to use multilingualism as a strategy in the classroom.
- Debate and Discussion in classroom on the policies specified in the syllabus and report writing thereof.

### (C) BOOKS RECOMMENDED:

1. Mishra, P. and Koehler, M.J. 2006. "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge". Teachers College Record, Vol. 108, No. 6, pp. 1017- 1054.
2. Ghosh, S. (2009). Mass Communication: An Indian Perspective. Shishu Sahitya Samsad.
3. Sachdeva, M.S.(2013). Teaching of English. Patiala: Twenty First Century Publications.
4. Mangal, U.(2010). Teaching of Hindi. New Delhi: Arya Book Depot.
5. Sinha, S.(2009). Roseblatt's Theory of Reading. Explaining Literature contemporary education dialogue.6(2),pp. 223-237.
6. Sullivan, M. (2008). Lessons for Guided writing. Scholastic. National curriculum framework.(2005).
7. Kumar, Krishna.(2007). The child's language and the Teacher. New Delhi: National Book.



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**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two Mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

**SUBJECT: HEALTH AND PHYSICAL EDUCATION**

**SUBJECT CODE:BEDHP-4807**

**SEMESTER : VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**

**Duration of Exam : 1.5Hrs**

**(A) OBJECTIVES**

To enable the student teachers to:

- Understand the concept of holistic health and its various dimensions.
- Understand the importance of sports and yoga for development of holistic health.
- Develop positive attitude.
- Be equipped about their health status.
- Be aware about rules of safety in hazardous situation.
- Sensitise, motivate and help them to acquire the skills for physical fitness.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	Endocrine glands: Functions and location in the body.	



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	man Nervous System: parts and its functions.	02 hours per week(12 weeks)
<b>UNIT-II</b>	Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition. School Health Programmes: Health Service, Health Supervision and Health Instruction.	
<b>UNIT-III</b>	Health Education: concept, objective, importance and principles of Health Education. Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures and remedial exercises and massage therapies.	
<b>UNIT-IV</b>	Yoga: Modern concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana). Contemporary health problems and preventions: Drug abuse, Alcoholism, smoking, obesity, stress and depression.	

**SESSIONAL WORK (any one of the activities):**

- (i) Prepare a chart of balanced diet.
- (ii) Performing different Yoga Asnas.
- (iii) Preparation of first-aid box.

**(C) BOOKS RECOMMENDED**

1. Bucher, C.A. (1964) Foundations of Physical Education, New York: Mosby and company.
2. Kang Gurpreet singh & Deol Nishan Singh. (2013). An Introduction to Health and Physical Education, 21st century publications, India.
3. Alderman, H., Behrman, J. R., Lavy, V., & Menon, R (1997). Child Nutrition, Child Health, and School Enrolment, Policy Research Working Paper 1700 (January).
4. The World Bank Policy Research Department, Poverty and Human Resources Division.
5. Agarwal, D. K., Upadhyay, S. K., Tripathi, A. M., Agarwal K. N (1987). Nutritional Status, Physical Work Capacity and Mental Function in School Children. Nutrition Foundation of India, Scientific Report 6.
6. Brahmam, G. N. V. (2003). Evaluation of Mid Day Meal Programme in the States of Andhra Pradesh, Karnataka, Orissa, Tamil Nadu, Kerala, and Gujarat. Paper presented at a workshop on mid-day meal programme in schools in India convened by the Nutrition Foundation of India, New Delhi. August, 1.
7. Chandler A.M. K, Walker S. P, Connolly K, Grantham-McGrenor S. M (1995). School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children. Journal of Nutrition, 125 (4), 894-900.
8. Drèze, Jean & Aparajita Goyal (2003). Future of Mid-Day Meals, Economic and Political Weekly, November 4673- 4683 (special articles).



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9. Government of India (2004). Guidelines for National Programme of Nutritional Support to Primary Education. New Delhi: Ministry of Human Resource Development, Department of Elementary Education and Literacy.
10. Levinger, B (1996). Nutrition, Health and Education For All. Newton, MA: Education Development Centre.
11. Liu, J. Raine, A. Venables, P. H. Dalais, C. Mednick, S.A. (2003). Malnutrition at Age 3 years and Lower Cognitive Ability at Age 11 years: Independence from Psycho-social Adversity. Arch Pediatrics & Adolescent Medicine. 157 (60): 593 -600.
12. Mathews, R (1996). Importance of Breakfast to Cognitive Performance and Health, Perspectives in Applied Nutrition, 3,3: 204-212.
13. Mehrotra, Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economic and Political Weekly. March 11.
14. Mosley, W H and L. C. Chen (1984). An Analytical Framework for the Study of Child Survival in Developing Countries, Population and Development Review, 10, 25–45.
15. National Institute of Educational Planning and Administration (2006). Report of Review Workshop on National Programme of Nutritional Support to Primary Education, New Delhi.

#### **(D) EVALUATION**

External Examination	35 Marks
Marks Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignment/Project work/Response Sheets	6 Marks
Two Mid-term Examinations/ House Test	6 Marks

#### **(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

#### **(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT:** ENVIRONMENTAL ISSUES AND AWARENESS THROUGH EDUCATION

**SUBJECT CODE:** BEDEE-4808

**SEMESTER:** VIII B.A.B.ED

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment : 15**

**End Term Exam : 35**  
**Duration of Exam : 1.5Hrs**

**(C) OBJECTIVES AND OUTCOME OF COURSE:**

- To enable student teacher to get acquainted with the concept of environment and environmental education.
- To enable student teacher to be aware of the problems of environment issues and preserval of resources.
- To enable student teacher to develop desirable sensitivity, attitude, values and respect for the environment.
- To enable student teacher to understand the concept of ecosystem.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	v. Educational Environment: Meaning, Need, Objectives, Methods, Importance and Principles, Curriculum, Teacher's Role in Environmental Education efforts at school level.	02 hours per week (12 weeks)
UNIT-II	ii. Environmental Issues: Pollution, Green House Effect, Global Warming, Depletion in Ozone layer, Acid Rain: Causes & Effects.	



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<b>UNIT-III</b>	iii. Ecology: Meaning, Characteristics, Scope, Principles and Types. iv. Ecosystem: Meaning, Importance, Characteristics, Types, Components, Food Web, Food Chain.	
<b>UNIT-IV</b>	v. Conservation: Natural Resources, Energy, Forest and wild life through exhibitions and plantation, Eco-Clubs, Government commitment in National and International fields. vi. Health Education: Meaning, definitions, Characteristics, Obstacles and How to build healthy environment.	

**SESSIONAL WORK (any one of the activities):**

2. Writing instructional objectives in behavioural form for five topics from the text book.
3. To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.
4. Preparation of a low-cost teaching aid.
5. Visit to a School having Eco- Club.

**(C) BOOKS RECOMMENDED:**

1. Sekhri, Isha(2012).Environmental Education. Patiala: Twenty first Century Publications.
2. Sobti, Saroj & Singh ,Surjit (2009) . Environmental Education (Pbi).Patiala : Twenty First Century Publications.
3. Rajagopalan, R.(2006). Environmental Studies from Crisis to Cure. Oxford University.
4. Shrivastva, K.K.(2004). Environmental Education. New Delhi : Kanishka Publishers & Distributors.
5. Kumar, V.(2000). Modern Method of Teaching Environmental Education. New Delhi: Sarup & Sons.
6. Kohli, V.k.& Kohli , V. Environmental Pollution & Management . Vivek Publishers.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one questions each from the sections A and B and the entire section C.



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**SUBJECT TITLE: GUIDANCE AND COUNSELLING**

**SUBJECT CODE: BEDGC-4809**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**

**End Term Exam: 35  
Duration of Exam: 1.5Hrs**

**(D) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:-

- Understand the need and importance of Guidance and Counseling.
- Understand the process involved in guidance and Counseling.
- To familiarize with testing and non- testing techniques.
- Organize guidance programme in Secondary/Senior Secondary Schools.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	1. Guidance: - meaning, Nature, Scope, need and types-educational, Vocational and personal- their meaning and objectives. 2. Principles of Guidance and Counseling.	2 Hours per week(12 Weeks)
<b>UNIT-II</b>	1. Guidance Services: - Individual information Service, Counseling Service, Placement and follow-up services. 2. Testing Techniques- Testing of mental abilities aptitudes' and interests. 3.Non Testing Techniques- Interview, Rating Scales, Cumulative Record Card.	
<b>UNIT-III</b>	1. Counseling:-Concept, Approaches- Directive, Non Directive, Eclectic. 2. Principles of Counseling. 3. Qualities and training of a counselor.	
<b>UNIT-IV</b>	1. Counseling Interview:- Steps in Counseling interview 2. Role of Teacher as Counselor 3.Organization of Guidance Programme. Meaning, Objectives, Importance and various Patterns.	

**SESSIONAL WORK (any one of the activities):**





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1. Interest Inventory
2. Visit to an Employment Exchange.
3. Study of an adolescent for guidance.

**(C) BOOKS RECOMMENDED:**

1. Walia, J.S:- Foundation of Guidance, Paul Publishers.
2. Rao, S.N and Sahajpal, P: Counseling and Guidance (3rd edition). Delhi, McGrill Hill.
3. Jones, A.E: Principles of Guidance, Tata Mc Graw Hill.
4. Nanda, S.K: Guidance and Counseling, Tandon Publishers.
5. Gupta, S.Barki & Mukkhopadayay: Career and Counseling Education.Delhi:Kalpaz Guidance and Counseling-A Manual, Sterling Publication.
6. Bhatia, K.K: Priciples of Guidance and Counseling, Kalyani Publishers.
7. Goyal,R.P.:Sikhya Ate Visayak Agvayee (Punjabi University(Publication)

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**SUBJECT: EDUCATION TECHNOLOGY**

**SUBJECT CODE: BEDET-4810**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**



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Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**  
**End Term Exam: 35**  
**Duration of Exam: 1.5Hrs**

**(E) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:-

- Understand the need and importance of Guidance and Counseling.
- Understand the process involved in guidance and Counseling.
- To familiarize with testing and non- testing techniques.
- Organize guidance programme in Secondary/Senior Secondary Schools.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	1. Guidance: - meaning, Nature, Scope, need and types-educational, Vocational and personal- their meaning and objectives. 2. Principles of Guidance and Counseling.	2 Hours per week(12 Weeks)
UNIT-II	1. Guidance Services: - Individual information Service, Counseling Service, Placement and follow-up services. 2. Testing Techniques- Testing of mental abilities aptitudes' and interests. 3.Non Testing Techniques- Interview, Rating Scales, Cumulative Record Card.	
UNIT-III	1. Counseling:-Concept, Approaches- Directive, Non Directive, Eclectic. 2. Principles of Counseling. 3. Qualities and training of a counselor.	
UNIT-IV	1. Counseling Interview:- Steps in Counseling interview 2. Role of Teacher as Counselor 3.Organization of Guidance Programme. Meaning, Objectives, Importance and various Patterns.	

**SESSIONAL WORK (any one of the activities):**

1. Interest Inventory
2. Visit to an Employment Exchange.
3. Study of an adolescent for guidance.

**(C) BOOKS RECOMMENDED:**

1. Walia, J.S:- Foundation of Guidance, Paul Publishers.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

2. Rao, S.N and Sahajpal, P: Counseling and Guidance (3rd edition). Delhi, McGrill Hill.
3. Jones, A.E: Principles of Guidance, Tata Mc Graw Hill.
4. Nanda, S.K: Guidance and Counseling, Tandon Publishers.
5. Gupta, S.Barki & Mukkhopadayay: Career and Counseling Education.Delhi:Kalpaz Guidance and Counseling-A Manual, Sterling Publication.
6. Bhatia, K.K: Priciples of Guidance and Counseling, Kalyani Publishers.
7. Goyal,R.P.:Sikhya Ate Visayak Agvayee (Punjabi University(Publication))

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt one question each from the sections A and B and the entire section C.



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**SUBJECT: TEACHER EDUCATION**

**SUBJECT CODE: BEDTE-4811**

**SEMESTER: VIII B.A.B.ED**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment: 15**  
**End Term Exam: 35**  
**Duration of Exam: 1.5Hrs**

**OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Familiarize with teaching profession and teacher education.
- Gain insight on problems of teacher education in India.
- Know the qualities of a good teacher.
- Understanding the new recommendations of NCF 2009 on teacher education.
- Understanding the innovations and new trends in teacher education.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/ Week
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• Teacher education: Meaning, Nature, importance.</li> <li>• Qualities of a good Teacher. Problems of Teacher Education in India.</li> </ul>	02 hours per week (12 weeks)
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>• Objectives of Teacher Education At different Levels: Pre Primary, Primary, Secondary level.</li> </ul>	
<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>• NCF 2009 on Teacher Education.</li> </ul>	
<b>UNIT-IV</b>	<ul style="list-style-type: none"> <li>• Innovations in Teacher Education: Meaning, Nature and strategies.</li> <li>• Current Trends in teacher Education.</li> </ul>	

**SESSIONAL WORK (any one of the activities):**



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- Critical appraisal of teacher education programme (ETT/B.Ed./M.Ed.) being implemented in a teacher education institution.
- Attitudinal survey of teacher trainees.

**(C) BOOKS RECOMMENDED:**

1. Balasubramaniam, P.S. and Vimala E.P. Kumar. Teacher Education.
2. Bansal, N.K. (2003). Teacher Education Programmes in India and France compared.
3. University News, 41(33), 9.
4. Jawanda, J.S. In-service Teacher Education.
5. NCERT: Second All India Survey of Teacher Education.
6. Saxena, Mishra and Mohanty: Teacher Education, Meerut, R. Lall Book Depot. Shanna, R. A. Teacher Education.
7. Rao. V.K., (2004). "Teacher Education" New Delhi: A.P.H. Publishing House.
8. Singh, Yogesh Kumar & Nath, Ruchika (2005). Teacher Education. New Delhi: APH Publishing Corporation.
9. Preparing Professional and Humane Teacher. New Delhi: NCTE. Pire, E.A. Better Teacher Education. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.
10. Handa, Anupam and Kumar, Naresh (2013). Teacher Education. Patiala: Twenty First Century Publications.
11. Radha M.(2013), Teacher Education, Delhi, PHI Learning Pvt. Ltd.
12. Garg I.(2014), Teacher Education, New Delhi, A.P.H. Publishing Corporation.
13. Namarta (2014), Teacher Education, Meerut, R. Lall Book depot.
14. Kaur, G. (2014).Teacher Education, Patiala : Twenty first century publications.
15. Saxena N.R. Mishra B.K.(2015) Teacher Education Meerut, R.Lall Book Depot.
16. Sharma S.P.(2015) Teacher Education, New Delhi, Kanishka Publishers.

**(D) EVALUATION:**

External Examination	35 Marks
Internal Assessment	15 Marks
(a) Attendance	3 Marks
(b) Written Assignment/Practical /Presentation	6 Marks
(c) Two Mid-term Examinations	6 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory.



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