

**RIMT UNIVERSITY MANDI GOBINDGARH
PUNJAB**



RIMT
UNIVERSITY

Study Scheme & Syllabus

For

B.A.B.Ed

(FIRST to EIGHT Semesters)

Syllabi Applicable For Admissions in 2019 Onwards



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

TABLE OF CONTENTS

Sr.No	Content	Page No.
1	Section 1: Vision and Mission of the University	3
2	Section 2: Vision and Mission of the Department	4
3	Section 3: About the Program	5
4	Section 4: Program Educational Objectives(PEO's), Program Outcomes (POs)and Program Specific Outcomes(PSOs)	6-7
5	Section 5: Curriculum/Scheme with Examination Scheme	8
6	Section 6: Detailed Syllabus with Course Outcomes	9-122



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

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.



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

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.

SCHOOL OF EDUCATION 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 for BA.B.Ed

PO 1	Teaching competency: 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	Pedagogical skills: Applying teaching skills and dealing with classroom problems.
PO 3	Teaching Through Nonconventional Modes: 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.
PO 4	Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO 5	Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
PO 6	Self-directed Learning: Preparing scripts for seminars, lesson plans and online content.



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

PO 7	Team Work: 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.
PO 8	Inclusive learning Environment: Design and establish a conducive and inclusive learning environment for diverse learners.
PO 9	Understand and examine different trends and issues in assessment as well as the various methods of evaluation in teaching learning process.
PO 10	Work respectfully and collaboratively with colleagues and community to ensure quality instructional programs for schools.

Program Specific Outcome

PSO 1	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.
PSO 2	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.
PSO 3	Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged

Program Name: BA.B.Ed (Integrated)

Program Code: ED-1301

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSOs) WITH PROGRAMME OUTCOME (POs)

A broad relation between the program specific outcome and the program outcome is given in the following table

PROGRAM SPECIFIC OUTCOMES(PSOs)	PROGRAM OUTCOMES(POs)				
	PO1	PO2	PO3	PO4	PO5
PSO1	3	3	2	2	2
PSO2	3	2	2	2	2
PSO3	2	2	1	2	2

Contribution:

“1”

Slight (Low) Correlation

“2”

Moderate (Medium) Correlation



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

“3”

Substantial Correlation

“-“

Indicates there is no correlation

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
		OR												
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



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

6	BASO1106	Sociology (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
7	BAHS1107	History (Elective)*	5.0	4	1	0	3	0	20	-	20	60	100
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	2	0	0	0	0	20			30	50
20	BEDPHPE 1115	Sociological Perspective of Education(compulsory)	2	2	0	0	0	0	20			30	50

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

Total Credits = 25+4=29

*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)

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



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

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
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	2	0	0	0	0	20		30	50	
20	BEDULAL 1215	Understanding the Learner and Learning	2	2	0	0	0	0	20		30	50	

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



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

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
	BEDEPC 2314	Educational Policy and Contemporary issues in India		2	2	0	0	0	0	20			30	50
	BEDKC 2315	Knowledge of Curriculum		2	2	0	0	0	0	20			30	50

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

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

Department : **School of Education**

Year 2021-22 : **II (Semester: IV)**

S. No	Subject Code	Teaching Scheme Course Title	Credits	Contact Hours/Week			Exam Duration (Hrs.)		Relative Weights (%)				
				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
		OR											
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



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

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
19	BEDTAL 2414	Teaching for Academic Learning	2	2	0	0	0	0	20			30	50
20	BEDIE 2415	ICT in Education	2	2	0	0	0	0	20			30	50

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



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

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
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	2	0	0	0	0	20			30	50
20		School Internship Subject-II	2	2	0	0	0	0	20			30	50

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

Program Code : **B.A.B.Ed**
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
OR													
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	BAHS3607	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



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

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
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	2	0	0	0	0	20		30	50	
20	3614-3624	School Internship Subject-II	2	2	0	0	0	0	20		30	50	

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



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

Seventh Semester Scheme							
Course Code	Course Type	Course Name	L	T	P	S	C
	Integrated	School Internship Subject-I	0	0	2	0	2
		School Internship Subject-II	0	0	2	0	2
		Total (Internship)	0	0	4	0	4
BEDWC 4730		Engagement with Community(Experience for social & Environmental Sensitivity)	0	0	1	0	1
		Total (Programme core)	0	0	1	0	1
		Total (Seventh Sem)	0	0	5	0	5
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)					
		Eighth Semester Scheme					
Course Code	Course Type	Course Name	L	T	P	S	C
BEDLA-4801	Integrated	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
		Total (Programme core)	15	1	1	0	17
		Opt. any two subjects:-					
		Total (Programme Elective)	4	0	0	0	4
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



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



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

UNIT 1:

1. Communication: Introduction to Communication, Need for Effective Communication,



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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*, 2nd 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
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



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



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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

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.



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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*, 2nd 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
7. Kameswari, Y. *Successful Career Soft Skills and Business English*, BS Publications, Hyderabad.2010



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 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

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 |



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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

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*, 2nd 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



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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

• 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



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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.
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.



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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)

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



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

- 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*, 2nd 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



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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

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

Course Outcomes

- 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



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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 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



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Suggested Readings

1. *Composition & Writing Skills* (Orient BlackSwan 2016)
2. *Essentials of Business Communication* by Pal and Rorualling; 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)

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



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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

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



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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
- 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*, 2nd 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



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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

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



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

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 dcsOh 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
UNIT-I	(T) tkose ftt/e g[;se ftu fe;/ fJe dk ftPk , ;ko, b/ye dk : 'rdkB Ik fBpzX ebk pko/ gqPB	13
UNIT-II	fuZmh gZso fBih ns/ d soh	13
UNIT-III	GkPk tzBrhnK GkPk dk Ne;kbh o{g , GkPk s/ T[gGkPk ftu nzso ns/ gzikph dhNk T[g GkPtk d/ gSkD fuzB	13



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UNIT-IV	X[Bh s/ X[Bh r qkw X[Bh dh gfoGkPk, yzvh s/ nyzvh X[Bh nk Bkb ;z\g ikD gSkD	8
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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 , ;zgz 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
- 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) ;[yftzdo f;zx ;zzxk, gzikph GkPk ftfrnkB , gzikph GkPk nekdwH ibzXo.
- 7) gq/w gqekP , gzikph GkPk dk ;qs s/ pDso, gzikph :{Bhtof;Nh gfNnkbk .



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

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
UNIT-I	(T) gzi nkp g[;se ftu fe;/ fJe fBpzX dk ftPk dZ; e/ ;ko fb\Dk	13
UNIT-II	fBpzXK dh g[;se ftu nkJ/ ;fGnkukoe ;zebgK (fJ;N , n\kD , berhs, ftok;sh \ /vk , ftPtkP, beXkok ,w/b/ fsT[jko)	13



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

UNIT-III	(d soh, tgkoe , ;wkie , ;fGnkukoe w;fbnK pko/) gzikph GkPk ns/ ftnkeoB gzikph GkPk dk iBw s/ ftek;	13
UNIT-IV	Ppd s/ Ppd ouBK gfoGkPk s/ torhreoB GktzP H pzd s/ \[Zb/ GktzP	8

CO1. ਕੋਰਸ ਦਾ ਉਦੇਸ਼ ਵੱਖ-ਵੱਖ ਪੀਰੀਅਡਾਂ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਗਿਆਨ ਨੂੰ ਵਧਾਉਣਾ ਹੈ

CO2.. ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਮੂਲ ਭਾਸ਼ਾ ਨੂੰ ਬਹੁਤ ਵਧੀਆ ਤਰੀਕੇ ਨਾਲ ਜਾਣਦਾ ਅਤੇ ਸਮਝਦਾ ਹੈ।

CO3. 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 gfNnkbbk
- 2) gzi nkp (;zgkH) gq G[fgzdo f;zx \fjok, 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) 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 gfNnkbbk



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

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
UNIT-I	S/ SZbK fJeKrh ;zfrqj ftu gkso fusoB	13
UNIT-II	eZbo BkNe dk ftPk gZ\ iK ;ko nzro/ih s gzikph ftu nB[tkd	13



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

UNIT-III	T[g GkPktK ftu wkMh,wbtJh,d[nkph s/ g[nkXh ftu jh ;tkb g[fSnk ikt/rk	13
UNIT-IV	Ppd Pq/Dhnk H ePrs s/ ftnkeoBe Ppd , ftekoh s/ nfttekoh Ppd H ;XkoB,;wk;h s/ fwPos , Ppd iVK d/ B/w	8

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 gfNnkkbk
- 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 gfNnkkbk



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

SUBJECT CODE: BAPC-3501

CONTACT HOURS/WEEK : 47

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

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



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

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

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' 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	b'eXkok dh G{fwek g[;se ftu fe;/ fJe fBpzX dk ;ko iK ftPk t;s{	13



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

<p>UNIT-II</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>UNIT-III</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>UNIT-IV</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।



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

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
UNIT-I	<ol style="list-style-type: none">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 Alexander4. The Mauryan Empire: Social, Economic and religious life of the people on Punjab.	13
UNIT-II	<ol style="list-style-type: none">5. The Kushanas : Impact of Kanishka's rule on Punjab.6. The Guptas : Cultural and scientific developments in Punjab Position Depiction of Punjab in the accounts of Chinese travelers. Fahien and Hwen Tsang.	11



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

UNIT-III	7. Society and Culture on the eve of the Turkish invasion of Punjab. 8. Punjab in the Kitab-ul-Hind of Alberuni. XII. 9. Important Historical places: Lahore, Multan Bathinda, Uchh, Jalandhar, Thanesar, Kangra, Taxila, Kundalvana, Pehowa, Thatta.	9
UNIT-IV	Visit and Survey a site nearby remained the most important during independence and write a note on it.	12

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.
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.



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

.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
UNIT-I	<ol style="list-style-type: none">1. Spread of Buddhism and Jainism, in Punjab, causes and impacts.2. The Kushan Dynasty, Punjab under Kanishka's Reign3. Punjab during the imperial Guptas.	11



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

UNIT-II	4. Rule of Harsha in Punjab 5. Emergence of Bhakti Movement in Punjab; Punjab during and after Guru Nanak Dev. 6. Origin of Sikhism and Nine Gurus of Sikh. 7. Origin and principles of Khalsa Panth,	11
UNIT-III	8. Mughals in Punjab; Struggle between Guru Gobind Singh and Mughal's Army. 9. Growth of Art and Culture in Punjab, Punjabi dance, music, literature, art and architecture in 16 th to 20 th Century C.E.	11
UNIT-IV	Visit and survey a site nearby remained all time specimen of art and architecture in Punjab and write a note on it.	12

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, Budhhism.
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.



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

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: 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



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

Sr. No	Contents	Contact Hours
UNIT-I	<ol style="list-style-type: none"> 1. Spread of Buddhism and Jainism, in Punjab, causes and impacts. 2. The Kushan Dynasty, Punjab under Kanishka's Reign 3. Punjab during the imperial Guptas. 	11
UNIT-II	<ol style="list-style-type: none"> 4. Rule of Harsha in Punjab 5. Emergence of Bhakti Movement in Punjab; Punjab during and after Guru Nanak Dev. 6. Origin of Sikhism and Nine Gurus of Sikh. 7. Origin and principles of Khalsa Panth, 	11
UNIT-III	<ol style="list-style-type: none"> 8. Mughals in Punjab; Struggle between Guru Gobind Singh and Mughal's Army. 9. Growth of Art and Culture in Punjab, Punjabi dance, music, literature, art and architecture in 16th to 20th Century C.E. 	11
UNIT-IV	Visit and survey a site nearby remained all time specimen of art and architecture in Punjab and write a note on it.	12



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

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, Budhhism.
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 Prkash, 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



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

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
UNIT-I	<ol style="list-style-type: none">1. The Early British Administration2. British Policies towards industries, Agriculture, Trade and Commerce.3. Spread of education in Punjab in the British Era.	11
UNIT-II	<ol style="list-style-type: none">4. Socio-Religious Movement in Punjab.Namdhari,Singh Sabha Arya Samaj and Ahmadiyya5. Uprising of 1907 ,its causes and consequences6. Ghadar Movement-origin and Activities.	11



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

UNIT-III	7.Jallianwala Bagh-circumstances and consequences. 8.Response to Non-cooperation and Civil Disobedience 9.Circumstances leading to Partition: Impact of Partition.	11
UNIT-IV	Visit and survey a site nearby, remained the most sensitive during struggle for independence and write a note on it.	12

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.
- 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.



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

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
UNIT-I	<ol style="list-style-type: none">1. Political condition of Punjab on the Eve of Ranjit Singh's accession to the throne.2. Ranjit Singh's kingdom, Conquest of Lahore, Amritsar, Multan, Kashmir and Peshawar.3. Relationship between Ranjit Singh and British (1800-1839)4. Ranjit Singh and the Hill States5. Central and Prvincial Administration and Military System of Ranjit Singh.	13



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

UNIT-II	<p>6. Causes of Anglo Sikh wars and the annexation of Punjab</p> <p>7. Administration of Punjab 1849-1900, Board of Administration and it's working.</p> <p>8. Socio –religious reform movement in the late 19th century.</p> <p>9. Namdhari Movement, Arya Samaj, Singh Sabha and Gurudwara Reforms Movement</p>	10
UNIT-III	<p>10. Punjab immediately after the independence (Political and Economic condition)</p> <p>11. Partition of Punjab; Factors leading to the partition of Punjab and its impacts</p> <p>12. Reorganization :of the Punjab 1966.</p>	10
UNIT-IV	Visit and survey a site nearby remained the most important during independence and write a note on it.	12

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. 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.



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

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.

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:



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

Contents of Syllabus:

Sr. No	Contents	Contact Hours
UNIT-I	1. Formation of Punjab as a State 2. Constitutional Framework 3. Economy (Agriculture, Industry) 4. Education, Science and Technology 5. Growth of Art and Culture in State	11
UNIT-II	6. Socio -Religious (Caste, religions, life style) and Culture structure (Songs, Dance, Dress, festivals, fairs etc.) of Punjab 7. Ten Gurus of Sikhs 8. Popular Cities of Punjab (History and Culture)	
UNIT-III	9. Environmental studies (climate, water resources, plants etc.) 10. Means of Transportation 11. Health and Welfare	11
UNIT-IV	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.	12

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.



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

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 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

SUBJECT CODE : BAPC-1104

Internal Assessment : 40

End Term Exam : 60

Duration of Exam : 3 Hrs



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

SEMESTER : 1

CONTACT HOURS/WEEK : 47

Objective and outcome of course:

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

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



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

Recommended Books:

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

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
UN IT -1	<p style="text-align: center;">Gkr^(T)</p> <p>1.(T) gzikph ;kfjs dk fJfsjk; g[;se ftu'A ;kfjse XkoktK, gqftoshnk s/ ;kfjs o{gK dk</p> <p style="padding-left: 40px;">ftek;</p> <p style="padding-left: 40px;">(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.



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

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 pRxwliAW 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 pRxwliAW 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 XUnIvristI, 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 XUnIvristI, 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 (pMjvw)**

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

PROGRAMME:BA

SUBJECT TITLE : Punjabi Elective

Internal Assessment : 40

SUBJECT CODE : BAPC-3504

End Term Exam : 60

Duration of Exam : 3 Hrs

SEMESTER : V

CONTACT HOURS/WEEK : 47

Objective and outcome of course:

ies pypr rwhIN m`DkwLI pMjwbI kivqw ivcoN Sbd svyrw pusqk dw AiDAYn krwieAw
jwvygw[s`q ibgwny nwtk dI swihqk prK pVcol krwieI jwvygI[m`DkwLI swihq rUpW
ivcoN jnm swKI,slok,kwPI,ik`sw,vwr,sIhrPI Awid rUpW bwry jwxkwrI id`qI
jwvygI[

Contents of Syllabus:

Sr.No	Contents	Contact Hours
UNIT-1	<p>(a) Sbd svyrw kwiv pusqk ivcoN pRSMg sihq ivAwikAw</p> <p>(A)kivqw dw ivSw vsqU/swr (inrDwrq kvI: SyK PrId ,guru nwnk dyv,guru Arjn dyv,guru goibMd isMG , BweI gurdws)</p> <p>(e)s`q ibgwny nwtk dw ivSw p~K, swihqk prK ,ivDI,plwt qy pwqr icqrn</p>	17



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UNIT-11	(a) ਪੰਜਾਬੀ ਸਿੰਘ ਦਾ ਇਤਿਹਾਸ (1700 ਈ: ਤੱਕ) ਗੁਰਮਿਤ, ਵਰ ਕਵਿਤਾ ਅਤੇ ਵਰਗ ਸਿੰਘ (A) ਭਾਰਤੀ ਕਵਿਤਾ ਸੰਸਾਰ : ਰੀਤੀ ਸੰਪਰਦਾ, ਆਦਿਕ ਸੰਪਰਦਾ	15
UNIT-111	ਸਿੰਘ ਦਾ ਰੂਪ: ਜਨਮ ਸੰਕੀ, ਸ਼ਲੋਕ, ਕਵਿਤਾ, ਚਿੱਠੀ, ਵਰ, ਸਿੰਘ	15

C01. ਕਵਿਤਾ ਦੇ ਤੱਤਾਂ ਨੂੰ ਪਰਿਭਾਸ਼ਿਤ ਕਰਦਾ ਹੈ

C02. ਕਵਿਤਾ ਵੱਖ-ਵੱਖ ਦੌਰ ਦੀਆਂ ਇਤਿਹਾਸਕ ਅਤੇ ਸਮਾਜਿਕ ਘਟਨਾਵਾਂ ਨੂੰ ਯਾਦ ਕਰਦੀ ਹੈ।

C03. ਸਾਹਿਤਕ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਦਾ ਹੈ।

Recommended Books:

- 1) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਸਿੰਘ ਦੀ ਇਤਿਹਾਸਕ ਰੀਤ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- 2) ਪ੍ਰਿੰਸੀਪਲਜ਼ ਆਫ਼ ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਸਿੰਘ ਦੀ ਆਧੁਨਿਕਤਾ ਅਤੇ ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਲਿਠਕ ਸਵ, ਲੁਧਿਆਣਾ।
- 3) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਦਾ ਇਤਿਹਾਸ, ਡੀ ਪੀ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
- 4) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ (ਫੀ.), ਮਨੋ ਮਨੋ ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਲੁਧਿਆਣਾ।
- 5) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਆਦਿ ਅਤੇ ਆਦਿ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- 6) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ (ਫੀ.), ਰੂਪ ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ ਪੰਜਾਬੀ ਸੰਸਾਰ, ਮਨੋ ਮਨੋ ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਲੁਧਿਆਣਾ।
- 7) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ (ਫੀ.), ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਮਨੋ ਮਨੋ ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਲੁਧਿਆਣਾ [2002]
- 8) ਸੰਸਾਰ (ਸੰਸਾਰ) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- 9) ਚਿੱਕਰੀ ਸੰਗ੍ਰਹਿ, ਆਦਿ, ਲਿਠਕ ਸਵ, ਲੁਧਿਆਣਾ।



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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)

UNIT-1	<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>	17
UNIT-11	<p>(a) pMjwbI swihq dw ieighws(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>	15
UNIT-111	<p>(a) BwSw ivigAwn: BwSw ivigAwn dI pirBwSw, Kyqr qy hor ivigAwnW nwl sbMD : (mnoivigAwn, smwj ivigAwn qy mwnv ivigAwn)</p>	15

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 ieiqhwskwI, 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) DwIvwl, pRym isMG (fw.), rUp ivigAwn Aqy pMjwbI Sbd rcnw, mdwn pblIkySn , pMjwbI XUnIvrstI, pitAwlw [
- 7) DwIvwl, 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
UNIT-1	(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	17
UNIT-11	(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)	15
UNIT-111	(a) BwSw ivigAwn: BwSw ivigAwn dI pirBwSw,Kyqr qy hor ivigAwnW nwl sbMD : (mnoivigAwn,smwj ivigAwn qy mwnv ivigAwn)	15

CO1.ਕਵਿਤਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਨੂੰ ਪਛਾਣਦਾ ਹੈ। ਵਿਸ਼ੇਸ਼ ਕਵਿਤਾ ਨੂੰ ਇਸਦੇ ਇਤਿਹਾਸਕ ਅਤੇ ਸਮਾਜਿਕ ਸੰਦਰਭ ਵਿੱਚ ਲੱਭਦਾ ਹੈ।

CO2.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`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 XUnIvristI, pitAwlw [
- 5) hirBjn isMG, AiDAn qy AiDApn guru nwnk dyv XUnIvristI, AMimRqsr [
- 6) DwIvwl, pRym isMG (fw.), rUp ivigAwn Aqy pMjwbI Sbd rcnw, mdwn pblIkySn , pMjwbI XUnIvristI, pitAwlw [
- 7) DwIvwl, 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:

Sr. No	Contents	Contact Hours
UNIT-I	Forms of poetry <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>	14
UNIT-II	Issues related to literature 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	12



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

UNIT-III	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	12
UNIT-IV	Transcription of the following words: comb, crèche, dose, gauge, ghost, castle, gross, mauve, sure, sample, wolf, wool, arch, off, door, stair, what, cough, clerk, tooth, yak, yawn sing, tongue.	10

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
UNIT-I	Literary Terms: 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	14
UNIT-II	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>	12



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

UNIT-III	<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>	10
UNIT-IV	Bacon ' <i>Of Studies</i> ' Richard Steele ' <i>Recollections of Childhood</i> ' Joseph Addison ' <i>Sir Roger at Church</i> '	10

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
UNIT-I	From Renaissance to Seventeenth Century Renaissance and Reformation Miracle and Morality Plays University Wits Elizabethan poetry Metaphysical Poetry Neo-classicis	12
UNIT-II	Eighteenth Century and the Romantic Age Growth of the Novel Precursors of Romanticism Romanticism and the French Revolution Growth of Romantic Literature (Prose, Poetry, Drama and Novel)	14
UNIT-III	Nineteenth Century Characteristics of Victorian Age Growth of Victorian Literature (Prose, Poetry, Drama and Novel)	10
UNIT-IV	Pre-Raphaelite Poetry Naughty Nineties	12

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	Important terms pertaining to Drama. 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	: Forms of Drama <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)

UNIT-I	Poetry 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'	15
UNIT-II	Drama Mahesh Dattani: 'Seven Steps around the Fire'	14
UNIT-III	Fiction Mulk Raj Anand: 'The Untouchable'	12
UNIT-IV	Prose Mahatma Gandhi: Hind Swaraj, Chapters VIII (The Condition of India), XIII (What is True Civilization?), & XVIII (Education)	10

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.

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



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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)

UNIT-I	*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"	15
UNIT-II	*John Osborne: Look Back in Anger *Arthur Miller: The Death of a Salesman	12
UNIT-III	Fiction Mark Twain: The Adventures of Huckleberry Finn Shashi Deshpande : The Dark Holds No Terrors E.M. Forster : A Passage to India	10
UNIT-IV	Prose *Aldous Huxley: "Tragedy and the Whole Truth" *Virginia Woolf : "Judith Shakespeare" Nirad. C. Chaudhary : "Tell Me The Weather And I'll Tell The Man"	12

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*



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

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.



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

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:



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

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

UNIT-II	<p>Pre-Historic Period</p> <ol style="list-style-type: none"> 1. Paleolithic Age 2. Neolithic Age (Fire, The Advent of metals) 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.) 4. Indus Valley civilizations 5. The Vedic Age; The Rig-Veda age (Origin and home of the Aryans, Political organizations, Family life, trade, occupations, Food, Drinks,) 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. 7. The Mauryan Empire: Central and Provincial Administration; revenue, judicial and local administration; Ashoka's Dhamma. 	11
UNIT-III	<ol style="list-style-type: none"> 8. Mahajan padas; the rise of Magadha. 9. Religious Movements: The Age of Mahavira and the Buddhas; Causes of the spread of Buddhism, life and teachings of Mahavira and Mahatma Buddha. 	11
UNIT-IV	<p>To visit and survey an ancient site nearby and write a note on history and main features of this site.</p>	12

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.



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

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, 1st 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 consist of six questions of four marks each, with alternative 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:



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

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
UNIT-I	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.	11
UNIT-II	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.	11



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

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

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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UNIT-I	<p>HISTORY OF INDIA 1200-1750 A.D.</p> <ol style="list-style-type: none"> 1. Early Medieval India; The Reign of Harsha. Major Dynasties; The Pal, Partihar and Rashtrakut Dynasties. The Chola Empire. 2. Establishment of Turkish rule under Muizuddin of Ghor; Consolidation under Qutubudin Iqbal, Iltutmish and Balban. 3. Razia Sultan ; The First Muslim Women Ruler of India 4. Condition of Women in India during 12th Century CE to 18th Century CE, Administration under Delhi Sultanate 5. Vijaynagar Empire: Establishment; Administration; Economy, The Lodhis. 	11
UNIT-II	<ol style="list-style-type: none"> 6. The Afghans: Establishment of Afghan power under Sher Shah Suri; administrative reforms, Land Revenue system of Sher Shah Suri 7. The Mughal Empire: Mansabdari system; Jagirdari System. Agrarian Crises in Mughal Period. Debates on the Decline of Mughal Empire. 	11



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

UNIT-III	<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>	11
UNIT-IV	Visit and Survey a site nearby related to the Mughal Dynasty and write a note on history and main features of this site.	12

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 .
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.



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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.

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

SUBJECT CODE: BAHIS2407

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
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Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

4	1	0	4
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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
UNIT-I	<ol style="list-style-type: none"> 1. Establishment of British rule in India. 2. British Imperial Attacks upon Indian Culture and Civilization; Establishment of British East India Company 3. The Meaning, Nature and Content of Nationalism and its Historiography 4. Establishment of Indian National Congress 5. Causes of the rise of Nationalism in India; Different Phases 6. Quit India Movement 	13



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

UNIT-II	7. Swadeshi and Bahishkar Movement, Non-Co-operation Movement, Civil Disobedience ; Khilafat Movement 8. Simon’s Commission 9. Round Table Conferences	10
UNIT-III	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	10
UNIT-IV	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.	12

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



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4. History of South India, by Nilakanta Sastri,
5. Dakshin Bharat ka Itihas, Ram Vriksha Benipuri,
6. **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: 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
UNIT-I	<ol style="list-style-type: none">1. Rise of Modern Age; Renaissance and Reformation2. French Revolution; Causes and effects3. Napoleon ; Life and Achievement, Causes of His Downfall4. Congress of Vienna Congress and its significance5. Rise of Nationalism; Unification of Italy and Germany	11



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UNIT-II	6. Industrial Revolution 7. Russian Revolution; Causes and consequences 8. European society before world war I	11
UNIT-III	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.	11
UNIT-IV	Visit and survey a site nearby remained the most sensitive during first World War and write a note on it.	12

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



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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: 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
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UNIT-I	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	13
UNIT-II	4. Growth of Modern Education 5. Socio-Religious Reform- main ideas of Namdharis; Singh Sabha; Arya Samaj; Ad Dharam Movement. 6. Political awakening: agitation of 1907; Ghader Movement	10
UNIT-III	7. Growth of Political consciousness: Jallian wala bagh; Gurudwara Reform Movement 8. Circumstance leading to partition. 9. Rehabilitation and resettlement	10
UNIT-IV	10. Punjabi Suba Movement and Reorganization Act 1966 11. Agricultural development: Green Revolution; Land reforms Punjab immediately after the independence (Political and Economic condition)	12



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

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.**
- 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. 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.



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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

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

UNIT-I	<ol style="list-style-type: none"> 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 	12
UNIT-II	<ol style="list-style-type: none"> 4. State: Meaning, Definition & Elements 5. Distinction of State from Govt., Society and Association 	11
UNIT-III	<ol style="list-style-type: none"> 6. Theories of the Origin of the State: Marxian, Social Contract & Evolutionary 7. Functions of State: Liberal, Marxian Perspective 8. Welfare State Concept 	12
UNIT-IV	<ol style="list-style-type: none"> 9. Sovereignty: Meaning, Definition, Attributes & Types 10. Monistic & Pluralistic Theories of Sovereignty 	10
	TOTAL	45

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.



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

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

UNIT-I	1). Political System: Meaning, Characteristics & Functions. 2). Political Culture: Meaning, Characteristics & Types.	11
UNIT-II	3). Political Socialization: Meaning, Characteristics & Agencies. 4). Liberty: Meaning, Types & its Safe Guards.	11
UNIT-III	5). Equality: Meaning, Types & Relationship between Liberty & Equality. 6). Justice: Meaning & its Various Dimensions.	11
UNIT-IV	7).Rights & Duties: Meaning, Types & Relationship between the two. 8). Democracy:Meaning, Characteristics & Types. 9). Theories of Democracy: Liberal, Marxian.	12
	TOTAL	45

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.



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

- 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.
- 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



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

UNIT-I	<ol style="list-style-type: none"> 1. Constituent Assembly and the making of the Indian Constitution 2. Basic Features of the Indian Constitution 3. Preamble & Its Importance 	11
UNIT-II	<ol style="list-style-type: none"> 4. Parliament: Composition, Powers, Role, Prime Minister and Cabinet. 5. President: Election, Powers, Position and its Changing Role 	11
UNIT-III	<ol style="list-style-type: none"> 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 	12
UNIT-IV	<ol style="list-style-type: none"> 9. Supreme Court: Composition, Powers and Judicial Review 10. High Court: Composition, Powers and Role. 	11
	TOTAL	45

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)



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

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
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



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

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

UNIT-I	Election Commission and Voting Behavior in India <ul style="list-style-type: none"> ● Voting Behavior and Its determinants: Caste, Class, Gender and Religion. ● Election Commission: Composition, Role and Functions. 	10
UNIT-II	Party System in India <ul style="list-style-type: none"> ● National Political Parties: Indian National Congress (INC), Bharatiya Janata Party (BJP), Bahujan Samaj Party (BSP). ● Regional Political Parties: Shiromani Akali Dal (SAD), Aam Aadmi Party (AAP), Dravida Munnetra Kazhagam (DMK). 	12
UNIT-III	Caste, Regionalism and Politics <ul style="list-style-type: none"> ● Caste and Politics: Politicization of Caste. ● Regionalism: Causes and its trends. ● Secularism: 	11
UNIT-IV	Indian Political Thinker <ul style="list-style-type: none"> ● Bal Gangadhar Tilak ● Mahatma Gandhi ● Sri Aurobindo Ghosh 	12
	TOTAL	45

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.



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

- 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.
- S.Mahendra 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:



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

- 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.
- 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"> ● Meaning and Scope of Comparative Politics ● Comparative Method 	9
UNIT-II	<u>United Kingdom</u> <ul style="list-style-type: none"> ● Parliamentary Government, ● Cabinet and Parliament ● Party System in U.K British ● Pressure Groups in U.K 	12
UNIT-III	<u>United States of America</u> <ul style="list-style-type: none"> ● Features of Constitution ● President and Congress ● Party System in U.S.A. ● Pressure Groups in U.S.A 	12
UNIT-IV	<u>Western Political Thinkers</u> <ul style="list-style-type: none"> ● Karl Marx ● Harold Laski ● Jean Jacques Rousseau. 	12
	TOTAL	45

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.



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

- students playing the President and Congress of the United States
- The British Party structure and pressure groups will be clear to the students.

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.



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

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:



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

Sr. No	Contents	Contact Hours
UNIT-I	1. Meaning, Nature and Scope of International Politics 2. Realist and Idealist Approaches to International Politics 3. National Power: Its Elements	12
UNIT-II	4. System of Balance of Power and Collective Security. 5. Cold War and Post Cold war era in International Politics	11
UNIT-III	6. Regional Organizations : SAARC and EU 7. International Organizations: The League of the Nations, The United Nations	11
UNIT-IV	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	11
	TOTAL	45

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*



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

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*
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 George Sorensen, *Introduction to International Relations*
16. RumkiBasu, *International Politics: Concept, Theories and Issues*
17. Parmjit Kaur Gill, *Dynamics of International Relations*



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

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

UNIT-I	1. Meaning, Nature and Scope of International Politics 2. Realist and Idealist Approaches to International Politics 3. National Power: Its Elements	12
UNIT-II	4. System of Balance of Power and Collective Security. 5. Cold War and Post Cold war era in International Politics	11
UNIT-III	6. Regional Organizations : SAARC and EU 7. International Organizations: The League of the Nations, The United Nations	11
UNIT-IV	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	11
	TOTAL	45

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*



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

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*



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

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:



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

Sr. No	Contents	Contact Hours
UNIT-I	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	15
UNIT-II	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	15
UNIT-III	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.	15
UNIT-IV	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	15

Recommended Books:

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

UNIT-I	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).	15
UNIT-II	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.	15
UNIT-III	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	15
UNIT-IV	Linear transformations, Orthogonal transformations, Eigenvalues, Eigen vectors, Cayley-Hamilton Theorem, Reduction to diagonal form, orthogonal, unitary, Hermitian and Skew Hermitian matrices and similar matrices.	15

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, 2nd 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)

UNIT-I	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.	15
UNIT-II	Jacobian, Tangent and normal to a surface .Taylors and Maclaurin's series for a function of two variables, errors and approximations.	15
UNIT-III	Maxima and minima of function of several variables, Lagrange's method of undetermined multipliers.	15
UNIT-IV	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.	15

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, 9th 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, 12th Edition, 2022, Cengage Learning, USA.
2. Robert A. Adams, Christopher Essex: Calculus A complete course, 10th 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
UNIT-I	Groups: 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	15



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

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

***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
UNIT-I	Vector spaces, Examples, Linear Dependence, Linear Combinations, Bases and Dimension, Subspaces. Quotient Spaces.	15



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

UNIT-II	Intersection, Union and Direct Sum of vector spaces, Dimension of a direct sum, Dual of a vector space. Matrices and change of basis.	15
UNIT-III	Linear transformation, Algebra of linear transformations, Matrices as linear mappings, Kernel and image, Rank and Nullity theorem, Singular and non-singular linear mappings, Isomorphism.	15
UNIT-IV	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.	15

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.4th Edition.
8. Surjeet Singh and QaziZameeruddin: Modern Algebra. S. Chand Publishing 8th 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:



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

Sr. No	Contents	Contact Hours
UNIT-I	First order differential equations: 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.	15
UNIT-II	Higher order differential Equations: Solution of Linear homogeneous and non-homogeneous differential equations of higher order with constant coefficients and with variable coefficients, method of Variation of Parameters.	15
UNIT-III	Differential operator method, Linear non-homogeneous differential equations with variable coefficients, Euler's Cauchy method. Series solution of Differential equation: 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.	15
UNIT-IV	Bessel and Legendre Equations, Legendre and Bessel functions and their properties, recurrence relations, Orthogonality, Rodrigue's formula.	15

*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. 19th Edition, 2017
5. Shepley L. Ross: Differential Equations, 3rd edition, John Wiley and Sons, New York.

Reference Books:

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



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

UNIT-I	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	14
UNIT-II	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	16
UNIT-III	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.	12
UNIT-IV	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.	18

Recommended books:

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

Reference books:

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

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: 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
UNIT-I	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.	15



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

UNIT-II	The fundamental theorem of arithmetic, basic properties of congruence, Linear congruence, Special divisibility tests.	15
UNIT-III	Chinese remainder theorem, The Fermat's theorem, Wilson's theorem, ϕ and ψ functions, Mobius Inversion formula (with proof and examples of all the topics)	15
UNIT-IV	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.	15

Recommended Books:

1. D. Burton: Elementary Number Theory, McGraw-Hill. 7th 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
UNIT-I	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.	15



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

UNIT-II	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.	15
UNIT-III	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.	15
UNIT-IV	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.	15

No Change

Recommended Books:

- 1) S.L. Loney: The elements of statics and dynamics, Cambridge University Press.4th 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



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

SUBJECT TITLE: Calculus of Variations

SUBJECT CODE: BACV3510B

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
UNIT-I	Basic concepts of the calculus of variations such as Functional, extremum, variations, function spaces, the Brachistochrone problem.	15
UNIT-II	Necessary condition for an extremum, Euler's equation with the cases of one variable and several variables, Variational derivative.	15
UNIT-III	Invariance of Euler's Equations. Variational problem in parametric form. General Variation: Functional dependent on one or two functions.	15
UNIT-IV	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	15



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

No Change

- 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



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

SUBJECT TITLE: Dynamics

SUBJECT CODE:BAD3610A

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
UNIT-I	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.	15
UNIT-II	Motion along a smooth inclined plane constrained motion along a smooth inclined plane. Variable acceleration, Simple harmonic motion, elastic string, simple pendulum.	15



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

UNIT-III	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.	15
UNIT-IV	Motion relative to a rotating frame of reference. Linear momentum, angular momentum, conservation of angular momentum, impulsive forces, principle of impulse and momentum.	15

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)
3	1	0	4

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
UNIT-I	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	13
UNIT-II	Methods for multiple roots, Newton-Raphson and General iteration Methods forSystem of Nonlinear Equations, Methods for Complex roots and Methods for finding	13
UNIT-III	Roots ofPolynomial Equations. Linear System of Equations:Direct Methods: Gauss elimination method, Gauss-Jordan Elimination methods, Decomposition methods : Crout's Methods	17
UNIT-IV	Iterative Methods: Jacobi iterative method, Gauss-Seidel iterative method, Power Method , Householder Method	17

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. 2nd Edition, 1989
3. S.S.Sastry: Introductory Methods of Numerical Analysis, Prentice Hall Of India Pvt. Ltd., New Delhi.5th Edition 2012
4. FB Hilderbrand : Introduction to Numerical Analysis, Dover Publication Inc, New York,. 2nd 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.



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

RIMT UNIVERSITY, MANDI GOBINDGARH

NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PROGRAMME: B.A.

SUBJECT TITLE: DEFENSE & STRATEGIC STUDIES

SUBJECT CODE: BADSS1118

LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	CREDIT (C)
2	1	1	4

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

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



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

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

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, Shekhar

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	INTERNATIONAL RELATIONS -Concept, nature, scope and its historical evolution. NATIONAL INTEREST -Concept, Definition and Components -Instruments for the promotion of National Interest.	12
UNIT-II	Balance of Power -Meaning & Definition of Balance of Power -Concept of Balance of Power -Historical developments & its functioning COLD WAR -Definition, Causes, History (in brief) -Diplomatic, Psychological, Economic effects.	12



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

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

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

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



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

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

RIMT UNIVERSITY, MANDI GOBINDGARH

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

2	1	1	4
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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
UNIT-I	<p>Military Organizations and Techniques of fighting of Macedonians and Persians with particular reference to the Battle of Arbela 331 BC:</p> <ol style="list-style-type: none"> a. Introduction - Opposing forces and their deployment b. Description of the battle c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory). <p>Military Organizations and Techniques of fighting of Romans and Carthaginians with particular reference to the Battle of Cannae 216 B.C.:</p> <ol style="list-style-type: none"> a. Introduction - Opposing forces and their deployment b. Description of the battle c. Analysis (strategy, tactics, application of principles of war and causes of Defeat and victory). 	12

UNIT-II	Military Organizations and Techniques of fighting of the English and Normans with particular reference to the Battle of Hastings, 1066 A.D.: <ul style="list-style-type: none"> a. Introduction - Opposing forces and their deployment b. Description of the battle c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory). The Mongol art of war under Changez Khan. <ul style="list-style-type: none"> a. Organisation of Mongol Armies. b. Mongol Art of War. 	12
UNIT-III	Industrial Revolution and its impact: <ul style="list-style-type: none"> a. Impact on Society b. Impact on Weapons of land and naval warfare c. Impact on means of communications d. Impact on tactics of land and naval warfare. Napoleon's Art of Warfare: <ul style="list-style-type: none"> e. Elements of Napoleonic Warfare. f. Principles of Napoleonic Warfare. 	12
UNIT-IV	Naval warfare with particular reference to the Battle of Trafalgar 1805 A.D.: <ul style="list-style-type: none"> a. Background of the English and Franco-Spanish rivalry for naval supremacy. b. Introduction - Opposing forces and their deployment c. Description of the battle. d. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory). American Civil War (1861-65). <ul style="list-style-type: none"> a. Introduction b. Causes c. Events in brief d. The character of Civil War. e. Tactical developments. 	12
	TOTAL	48

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

Singh, Savita	<i>Decisive Indian battles and Wars</i>
Das, S.T.	<i>An Introduction to the Art of War</i>
Dupuy, R. Earnest	<i>The Encyclopedia of Military History</i>
Fuller, J.F.C.	<i>Conduct of War</i>
Fuller, J.F.C.	<i>The American Civil War</i>
Fuller, J.F.C.	<i>The Generalship of Alexander The Great</i>
Fuller, J.F.C.	<i>Armament and History</i>
Fuller, J.F.C.	<i>The Decisive Battle of the Western World Vol.I & II</i>
Montgomery, Viscount	<i>A History of Warfare</i>
Ropp, Theodore	<i>War in the Modern World</i>
Sarkar, J.N.	<i>Military History of India</i>
Sheppard, E.W.	<i>The Study of Military History</i>



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

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.



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

RIMT UNIVERSITY, MANDI GOBINDGARH

NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PROGRAMME: B.A.

SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES

SUBJECT CODE: BADSS2418

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

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>Macedonian and Indian Military Organisations and techniques of fighting with particular reference to the Battle of Hydaspes, 326 B.C.:</p> <ul style="list-style-type: none"> g. Military Organisations and techniques of fighting of of Macedonian and Indians. h. Battle of Hydaspes - Opposing forces and their deployment. i. Analysis (strategy, tactics, application of principles of war and causes of defeat and victory). <p>Kautilya's Philosophy of War:</p> <ul style="list-style-type: none"> a. Diplomacy and Strategy. b. The institution of Spies. c. Army Organisation. d. Mode of Warfare. e. Forts- Types & Role. 	12
UNIT-II	<p>Military Organisations and techniques of fighting of Rajputs and Turks with particular reference to the Battle of Terrain, 1192 A.D.:</p> <ul style="list-style-type: none"> a. Military organisations and techniques of fighting of Rajputs and Turks b. Battle of Terrain - Opposing forces and their deployment. c. Analysis (strategy, tactics, application of principles of war and causes of defeat and victory.) <p>Military organisations and techniques of fighting of Mughals and Afghans with particular reference to the First Battle of Panipat, 1526 A.D.:</p> <ul style="list-style-type: none"> a. Military organisations of Mughals and Afghans. b. Battle of Panipat - Opposing forces and their deployment c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory). 	12

<p>UNIT-III</p>	<p>Fighting Techniques of Southern Muslim Sultans with particular reference to the Battle of Talikota, 1565 A.D.:</p> <ol style="list-style-type: none"> a. Military organisations and techniques of fighting of Rajputs and Turks b. Battle of Talikota - Opposing forces and their deployment c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory.) <p>Military organisations of Marathas under Shivaji and his techniques of fighting:</p> <ol style="list-style-type: none"> a. Shivaji as a military leader. b. Higher defence organisation c. Military organisation. d. Techniques of fighting. 	<p>12</p>
<p>UNIT-IV</p>	<p>Military organisation of Sikh Army and its fighting techniques under Maharaja Ranjit Singh:</p> <ol style="list-style-type: none"> a. Maharaja Ranjit Singh as a Military leader. b. Growth and development of the Sikh Army from 1799-1849 c. Organisation of the Army d. Fighting techniques of the Sikh Army (Strategy and tactics). <p>Anglo-Maratha and Anglo-Sikh Warfare with particular reference to the Battle of Assaye, 1803 A.D. and Battle of Chillianwala</p> <p>d. Battle of Assaye :</p> <ol style="list-style-type: none"> a. Introduction - Opposing forces and their deployment b. Description of the battle c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory). <p>e. Battle of Chillianwala:</p> <ol style="list-style-type: none"> a. Introduction - Opposing forces and their deployment b. Description of the battle c. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory). 	<p>12</p>



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

	TOTAL	48
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COURSE OUTCOMES

1. The course will be able to analyze and interpret the reasons for the battle of hydapase 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

Singh, Savita	<i>Decisive Indian battles and Wars</i>
Alfred, David	<i>Indian Art of War</i>
Bajwa F.S.	<i>Military System of the Sikhs</i>
Bruce, George	<i>Six Battles of India</i>
Das, S. T.	<i>Indian Military- Its History and Development,</i>
Fuller, J.F.C.	<i>Generalship of Alexander The Great</i>
Kangle, R.P.	<i>Kautilya`s Arth Shastra</i>
Majumdar, B.K.	<i>Military System in Ancient India</i>
Majumdar B.N.	<i>Study of Indian Military History</i>
Majumdar B.N.	<i>Military System of the Sikhs</i>
Malleson	<i>Decisive, Battles of India</i>
Sarkar, J.N	<i>Military History of India</i>
	Sen, S.N. <i>Military System of Marathas</i>
	Sharma Gautam <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



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

b. Equipment used in Field Engineering

2. Knots and Lashings.

a. Characteristics and types of Knots

b. Types of Lashings

3. Types of Mines.

4. Types of Obstacles.

a. Characteristics and Classifications

RIMT UNIVERSITY, MANDI GOBINDGARH

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.



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

3. To analyze the geo-strategic importance of the Indian Ocean and explain the economic, political and security stakes in the Indian ocean.

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
UNIT-I	<p>National Security -Meaning and its concept of National Security</p> <p>Elements of National Security -Geography, mineral resources, social, political and economic factors of national security, Scientific and technological development, Military preparedness</p>	12
UNIT-II	<p>India's Security problems since independence -geo-political effects of partition</p> <p>Security problems related to Pakistan</p> <p>Security problems related to China</p> <p>Security problems related to Bangladesh</p>	12
UNIT-III	<p>INDIAN OCEAN AND INDIA'S SECURITY: Geo-strategic importance of the Indian Ocean. India's economic, political and security stakes in the Indian Ocean.</p> <p>INDIA'S NUCLEAR DOCTRINE.</p>	12
UNIT-IV	<p>Planning and Production of National Defence</p> <p>Major Defence production Industries in India with special reference to make in India procurement.</p>	12

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.



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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

Buzan, Barry and Waever, Ole(eds)	<i>Regions and Powers</i>
Buzan, Barry	<i>People Fear and State</i>
Bajpai,U.S.	<i>India and its Neighbourhood</i>
Bobbing, Ross and Rawat S.	<i>Military Psychology: International Perspectives</i>
Gordon, Sandy(eds)	<i>India's Strategic Future</i>
Chatterjee,R.K.	<i>India's Land Borders- Problems and Challenges</i>
Chaudhury, R.Roy	<i>Sea Power and India's Security</i>
Dass, S.T.	<i>National Security in Perspective</i>
Karnard, Bharat,	<i>Future Imperiled</i>
	Singh, Nagendra <i>The Defence Mechanism and the Modern State</i>

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.



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

F. VIVA VOCE.

RIMT UNIVERSITY, MANDI GOBINDGARH

NAME OF DEPT: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PROGRAMME: B.A.

SUBJECT TITLE: DEFENCE & STRATEGIC STUDIES

SUBJECT CODE: BADSS3618

LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	CREDIT (C)
2	1	1	4

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.



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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

Sr. No	CONTENTS	Contact Hours
UNIT-I	<ul style="list-style-type: none"> ● Theoretical dimension of Region's in International Relations ● Regional Security, Regional Cooperation's and Military Alliances: Conceptual aspects 	12
UNIT-II	<ul style="list-style-type: none"> ● North Atlantic Treaty Organization (NATO): -its objectives, organization and functioning ● Gulf cooperation Council (GCC) -its objectives, organization and functioning 	12
UNIT-III	<ul style="list-style-type: none"> ● Association of South-East Asian Nation- (ASEAN) -its concept, objectives, features -problems and its achievements ● Shanghai Cooperation Organization (SCO) -origin, Aim and features -Organizations and functioning 	12
UNIT-IV	<ul style="list-style-type: none"> ● Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) -objectives and features -problems and achievements ● South Asian Association for regional Cooperation (SAARC) -Concept, objectives, features -problems and achievements 	12

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.



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

SUGGESTED READINGS:

Das, Gurcharan	<i>India Unbound: From Independence to the Global Information Age</i>
Rawat S.	<i>Military Psychology: International Perspectives</i>
Buzan, Barry	<i>People Fear and State</i>
Buzan, Barry and Waeber, Ole(eds)	<i>Regions and Powers</i>
Das, S.T.	<i>National Security in Perspective</i>
Frankal, Joseph	<i>National Interest</i>
Garnett, John(ed)	<i>Theories of Peace and Security</i>
Morgenthau,Hans J.	<i>Politics among Nations</i>
Palmer Perkins, Norman D. andHoward C.	<i>International Relations</i>
Chaudhury, S.Roy	<i>Military Alliances and Neutrality in War and Peace</i>
Singh, Nagendra	<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



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

F. VIVA VOCE

SUBJECT TITLE: PHILOSOPHICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: BEDPHPE-1114

SEMESTER: I B.A.B.ED

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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	Education: Meaning, Nature, Scope, Philosophy: its nature and scope, Relationship between philosophy and education.	02 hours per
UNIT-II	Philosophies of education: Naturalism, Idealism, pragmatism.	



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UNIT-III	Reflections on education: Guru Nanak Dev Ji, Gandhi ji, and Vivekanand`s contribution to educational philosophy.	week (12 weeks)
UNIT-IV	Values: Concept, types, sources and role of teacher in inculcating values.	

Sessional Work (any one of the activities)

- (i) Preparing a handout of quotes of educational thinkers (any one) on education, human conduct, truth and morality.
- (ii) Analysis and study of values of school students.

(C) BOOKS RECOMMENDED

- a. Ansari, S.H (2003) . Philosophical Foundations of Education .New Delhi : Sanjay Prakashan.
- b. Black, H.S. (1955) .Building a Philosophy of Education, New Delhi :Prentice Hall of India.
- c. Rajput, J.S.(2006). Human values and Education. New Delhi: Pragun Publications.
- d. Pring, R (2004). Philosophy of Education – Aims, Theory, Common Sense and Research, New York: Continuum.
- 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	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Exam	7

(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 2 questions of 5 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:



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

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.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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	biology of education: concept, Nature and Scope.	02 hours per week (12 weeks)
UNIT-II	cial Stratification : caste, class, gender, religion in Indian society.	
UNIT-III	stainable development: concept, importance and its awareness through education.	



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

UNIT-IV	Iture: concept, characteristics, acculturation and enculturation.	
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SESSIONAL WORK (Any one of the following)

- (i) Report on different types of disparities in Indian society.
- (ii) 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.
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	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Examinations	7

(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 2 questions of 5 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: SCHOOL MANAGEMENT

SUBJECT CODE:BEDSM-1214

SEMESTER : II B.A. B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 20

End Term Exam : 30

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.

(A) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	School management-concept, nature, scope, Time table meaning, types, importance and principles.	02 hours per week (12)
UNIT-II	Co-curricular activities-concept, content, types, advantages, importance and organization of different co-curricular activities.	
UNIT-III	Leadership: concept, theories and qualities of leader. School Personnel-Head of the institution, teachers and students	



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

UNIT-IV	Supervision- concept, types, principles, methods of supervision effects in existing supervisory programme and suggestions.	weeks)
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SESSIONAL WORK (Any one of the following)

- (i) Preparation of blue print of the time- table.
- (ii) Organisation of morning assembly at the school/college.

(C) BOOKS RECOMMENDED:

1. Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.
2. Mukhopadhyay, Marmar and Tyagi, R.S (2005). Governance of School Education in India. New Delhi, NIEPA.
3. 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.
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&Shaida- 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	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignment	7
Two Mid-term Exam	7

(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



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

(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 2 questions of 5 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

SUBJECT CODE: BEDULAL-1215

SEMESTER: II B.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	educational psychology- concept, nature, scope and importance.	02 hours per week (12 weeks)
UNIT-II	growth and development: meaning, difference, principles, influence of heredity and environment on growth and development of a child.	
UNIT-III	Intelligence: concept, theories-Spearman, and Gardner. Uses and limitations of Intelligence tests.	



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

UNIT-IV	Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory.	
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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. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- (3) Woolfolk, A. (2006) Educational Psychology. New Delhi: Pearson Publications.
- (4) Hall, C.S., Gardner, L. and John, B.C. (2010) Theories of Personality. 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. Boston: Allyn and 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: Woolfolk.
- (10) Upadhyaya, 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:Prentice-Hall.
- (12) Kumar,R.(2009) Child Development.(Vol.I To II). New Delhi: APH

(D) EVALUATION:

External Examination	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Exam	7

(E) INSTRUCTIONS FOR THE 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. 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 2 questions of 5 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.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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.	02 hours per week (12 weeks)
UNIT-II	(ii) Education planning: meaning, importance, types and approaches of educational planning.	
UNIT-III	(iii) National education commission (1964-66) – policy	



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

	<p>recommendations.</p> <p>(iv) National policy of education (1986) - Policy recommendations.</p>	
UNIT-IV	<p>(v) Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan</p> <p>(vi) Right to education Act- (2009)</p>	

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.
- 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	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Exam	7

(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



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

syllabus and will carry 10 marks each. Section C will consist of 2 questions of 5 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.A.B.Ed

SUBJECT CODE:BEDKC-2315

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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
UNIT-II	ii. Curriculum development: objectives, basic elements, principles, factors influencing curriculum development, role of teacher.	



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

		week (12 weeks)
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.
2. Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
3. Cole Luella (1950). *A History of Education: Socrates to Montessori*, NewYork: 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*, NewDelhi: Sage Publication.
11. Srivastava,H.S.(2010).*Curriculum and Methods of Teaching*. Delhi:Shipra

(D) EVALUATION:

External Examination	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Exam	7



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

(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 2 questions of 5 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:BEDTAL-2414

SEMESTER: IV B.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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	Teaching concept: Nature, Characteristics, Principal and Maxima. Styles of teaching: Meaning, Types and Relevance of teaching styles in classroom	



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

UNIT-II	Models of teaching: Meaning, Concept, fundamental elements. Maslow's Basic Teaching Model, Bruner's Concept teaching model.	02 hours per week (12 weeks)
UNIT-III	Learning Concept: Characteristics, Relationship between teaching and learning.	
UNIT-IV	Learning Environment: Meaning, Need for organization, Procedures, Planning spaces for learning.	

ACTIVITIES (Any one of the following)

- (i) Preparation of a plan based on any model of teaching for teaching any topic included in curriculum.
- (ii) Critical analysis of learning situation of any school and prepare a report.

(C) BOOKS RECOMMENDED:

1. Pandey, K.P. (1983). "Dynamics of Teaching Behaviour", Bhaziabad: Amitash Parkashan.
2. Pandey, K.P.(1980). "A First course in instructional Technology", Delhi:Amitash Prakshan.
3. Skinner,B.F.(1968). "The Technology of Teaching", New York: Appleton Century Crofts.
4. Sharma R.A.(1991). "Technology of Teaching",Meerut:R,Lall Book Depot.
5. Sharma, S.K. (2005). "Technology of Teaching". Merrut: R. Lall Book Depot.
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	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Exam	7

(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 2 questions of 5 marks in each which will cover the entire syllabus uniformly.



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

(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: ICT IN EDUCATION

SUBJECT CODE:BEDIE 2415

SEMESTER :IV B.A. B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 20

End Term Exam : 30

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.	



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

UNIT-II	ii. Input Devices- key board, mouse, touch screen, light pen, joy stick Output Devices- VDU, Printer, Scanner, Laser iii. Data Storage Devices- Hard Disc, Compact Disc, Pen Drives	02 hours per week (12 weeks)
UNIT-III	iv. Computer applications in Learning: concept, features and advantages of MS-Word, Excel and Power point.	
UNIT-IV	v. Audio-video recording instruments and CCTV. vi. New trends in ICT: Smart classroom, EDUSAT, online resources in learning. vii. Computer virus: Meaning, causes and remedies, Anti-virus.	

SESSIONAL WORK (Any one of the following)

- (i) Prepare your CV using computer and get its print out.
- (ii) Prepare a power point presentation for secondary school students

(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	30 marks
Internal Assessment	20 marks
Attendance	6
Written Assignment	7
Two Mid –term Exam	7

(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 2 questions of 5 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)



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

SUBJECT TITLE: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

TEACHING OF ENGLISH

SUBJECT CODE:BEDTE-3514

SEMESTER : V B.A.B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 20

End Term Exam : 30

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	



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

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	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignments	7
Two Mid Term Exam	7

(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 2 question of 5 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: 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	0	2

Internal Assessment : 20

End Term Exam : 30

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 ftZu 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
UNIT-I	<ul style="list-style-type: none"> 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/P u[D"shnK, r[ow[Zyh fbgh dk fBek; s/ ftek;. GkPk rqfjD eoB ;pzXh fgnki/, uow;eh ns/ tkfJroN;eh dhNk XkoBktK. 	2 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> wks GkPk dk pZu/ dh f;Zfynk bJh wjZst. 	
UNIT-III	<ul style="list-style-type: none"> wks GkPk dh f;Zfynk d/ T[d/P ns/ f;XKs. GkPk f;Zfynk ftZu ;[DB e"Pb, f;Zfynk d/ T[d/P, wjZst, gqGktPkbh ;[DB bJh PosK, ;[DB e"Pb bJh nkdoP ;fEshnK. 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. 	
UNIT-IV	<ul style="list-style-type: none"> gzikph GkPk nfXnkge d/ r[D, nfXnkge dk wjZst. gzikph nfXnkge d/ coi, gzikph GkPk nfXnkge dh tosWkB ;fEsh. 	

gq: 'fre fefonktK (fszBK ftZu'A e'Jh fJZe)

1H gzikph GkPk dhNk ;wZf;nktK s/ ;e{b gZXo s/ ftuko uouK.



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

2H fwvb gZXo s/ ftfdnkoEhnK tZb'A ehshnK iKdhnK fbysh nP[ZXhnK bJh T[gukokswe T[gkn.

3H fwvb gZXo s/ ftfdnkoEhnK tb' T[ukoB ;w/A ehshnK iKdhnK nP[ZXhnK bJh T[gukokswe T[gkn.

(J) ;jkfJe g[;se ;{uh

1H f;zx,joehos, gzikph Ppd o{g ns/ Ppd

2H f;zx, ihH pH, r[owZyh fbgh dk iBw s/ ftek; (1950)

3H gdw, fgnkok f;zx, gzikph p'bh dk fJfsjk; (1969).

4 f;zx, gq/w gqek;, gzikph GkPk dk fgS'eV.

5 ;/y'A, ;H;, ;/y'A, wHeH, gzikph GkPk dk nfXnkgB, (2009).

6 Bzdok fJzdod/t f;zx Bzdok, gzikph GkPk dk nfXnkgB, (2016).

(;) w[bKeD

pkjoh w[bKeD 30

nzdo{Bh w[bKeD 20

(T) jkIoh 06

(n) fbysh ekoih ;g'"DhnK \$gq'i?eN ekoi 07

(J) xo/b{ gqhfyntK (2) 07

(j) g/go ;?N eoB bJh jdkfJsKL^ gqPB gZso ftZu e[b fszB Gkr j'Dr/. Gkr (T), (n) ns/ (J).Gkr (T) d/ gqPB f;b/p; d/ gfjb/ :{fBN ns/ d{i/ :{fBN ftu'A j'Dr/. Gkr (n) d/ gqPB shi/ ns/ u"E/ :{fBN ftZu' j'Dr/.d't/ GkrK ftZu'A fJZe^fJZe gqPB eoBk j?. jo gqPB 10 Bzpo dk j't/rk. Gkr (J) ftZu 02 gqPB j'Dr/. jo/e gqPB 05 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^fJZe gqPB eoBk j't/rk. Gkr (J) d/ ;ko/ gqPB eoB/ j'Dr/.



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

**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	0	2

Internal Assessment :20

End Term Exam : 30

Duration of Exam : 1.5Hrs

k) ihNdl ix=, ke £ÖeXy :

- .aza kl ivi.Nn .UimkaAo ko janna
- .aza ke Svöp AOr VyvSqä ko sm&na
- .aza sl%ne ke trlke AOr p{i'ya ko sm&na
- .aza ke Vyavhairk p[yog me' inpu,ta lana
- ihNdl A?yapk ke ivixZ\$ gu,o' se Avgt krana

%) pa#(y'm ivzy sUcl :

Sr. No	Contents	Contact Hours
UNIT-I	<ul style="list-style-type: none"> • .aza "AqRúAa/arúp™k*it E'v ihNdl .aza kl £TpiÒ tqä ivkas devnagrl ilip" £d(.vú ivkasú v ivxeztaE' tqä slmaE' 	02hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • ihNdl .aza" mat*.azaú raZ\$äly .aza v ANtRraZ\$ly .aza ke äp me' £ÖeXy v mhTv 	
UNIT-III	<ul style="list-style-type: none"> • .azayl kOxl" év, kOxl " AqRú mhTvú ivi/ya' • Bolcal kOxl" AqRú mhTvú ivi/ya' ihNdl ix=k" gu, Ev' vtRman iSqit 	
UNIT-IV	<ul style="list-style-type: none"> • .aza ix=," samaNy is?da't v sU] E'v šnkl ix=, ko p[.avxall bnane me' .Uimka - 	

g) p[ayoigk kayR (dono me se koj Ek)

1 SkUl Str pr ihNdl .aza se sMbiN/t smSyaAo pr ccaR

2 p[äšmrl Str pr ix=aqlRyo' Šara kl janl vall le%n kayR sMbN/I Axu?dlya' v £pcar

) sNd.R puStk sUcl "



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

1. kumarúyogex(2004).Aa/uink ihNdl ix=, n; idLll Epl Ec piBlix'g korporex
2. jltú yogeNd[.aj (1972).ihNdl ix=, Aagra " ivnod puStkmiNdr
3. %NnaúJyoit (2015).ihNdl ix=, n; idLll " /nptray E<@ kMpnlú
4. sfaya r`unaq 1997).ihNdl ix=, ivi/ jalN/r " p'jab `r
5. .ai\$ya ke ke AOr nar'g sl El. Aa/uink ihNdl iviv/a' p[kax piBlk b[djR bra;
6. nálaúm/u (2013).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
7. naykúsurex %bRú ptmit.a (2010).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
8. kOrú svRjlt (2009).ihNdl ix=, n; idLll: kLyall p[kaxn
9. isNhap[sad x]u~n (1964).ihNdl .aza kl ix=, ivi/ idLll

;) mULya'kn "

- bahrI prl=, ke 30 A'k
- AaNtirk prl=, ke 20 A'k
- (a)hajrl ke 6 A'k
- (b)ili%t kayR/ p[ojeK\$/ptmStutlkr, 7 A'k
- (c)`relu prl=a (do bar) 7 A'k

c) p[Xn p] bnane sMbN/I ihdayte "

p[Xn p] ke tln .ag hoge - .ag k AOr .ag % me do-do p[Xn hoge - .ag k ke p[Xn pa#(y¹m kl (ška; -1) AOr (ška; -2) AOr .ag % ke p[Xn pa#(y¹m kl (ška; -3) AOr (ška; -4) me se hoge - hr p[Xn 10 A'k ka hoga - .ag g me 2 p[Xn hoge - hr p[Xn ke 5 A'k hoge - .ag g ke p[Xn pUre pa#(y¹m me se hoge -

^) ix=aqlRyo' ke ilE ihdayte "

ix=aqlRyo' ko .ag k AOr .ag % me se Ek Ek p[Xn krna hoga - .ag g AinvaYR hW -

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF SCIENCE

SUBJECT CODE : BEDTS-3517

SEMESTER : V B.A.B.Ed.

CONTACT HOURS/WEEK :

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
1	0	1	2

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Identity objectives of teaching Science at different School Stages.
- Understand the nature and significance of Science.
- Develop habit of Observation, exploration, classification and systematic way of thinking.



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

- Understand the impact of Science upon our way of life
- Acquaint with scientific method and enable them to develop scientific attitude.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Nature and significance of Science: Nature, Scope and Importance of Science, Correlation in Science: Concept, correlation with other subjects. • Aims and Objectives of teaching Science at elementary and secondary school, need and criteria for selection of objective, Bloom's Approach to the Taxonomy of the Educational objectives. 	2 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Science Curriculum: Meaning, Principles of Curriculum construction, Approaches to Curriculum organization, Science Curriculum improvement in India. 	
UNIT-III	<ul style="list-style-type: none"> • Learning Experience and Teaching Aids: Edgar Dale's cone of learning experiences, importance and concept of Teaching Aids. Concept of improvisation. Role of ICT in Science Teaching. 	
UNIT-IV	<ul style="list-style-type: none"> • Science Text Book: Meaning and Characteristics of good text book. Evaluation of a Text book. Science Teacher: Science teacher and Professional growth. 	

Activities (Any one of the following)

- Pedagogical analysis of any Science topic.
- Developing a model (working static) on any topic in Science.
- Writing instructional objectives in behavioral form on any three Science topic.

(C) BOOKS RECOMMENDED:

1. Cutting, Goger and Kelly, Orla (2014). Creative Teaching in Primary Science.
2. Dunne.Mick (2014). Primary Science (2nd ed.).
3. Mohan, R. (2002). Innovation Science Teaching Delhi: Prentice – hall.
4. Kaur Rakshinder (2007), Teaching of Science, Twenty first century publications, Patiala.
5. Kholi,V.K. How to Teach science, Shri Krishnan Publications, Ambala.
6. Mohan, Radha (2004), Innovative Science Teaching For Physical Science Teachers, Prentice Hall Of India, New Delhi.
7. Mangal, S.K. Teaching of Science, Arya Book Depot, New Delhi.
8. Siddiqi & Siddiqi (2002) Teaching of Science today and tomorrow, Doaba House, New Delhi.
9. Sharma, R.C. (1998) Modern Science Teaching, Dhanpal Rai Publishers, New Delhi.
10. Sundarajan, S. (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad.



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

11. UNESCO (1996) Source Book for Science Teaching, UNESCO: Paris.

12. Vaidya, N(1999) Science Teaching for the 21st Century, Deep and Deep Publishers, New Delhi.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignments	7
Two Mid Terms Exam	7

(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 2 questions of 5 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 is compulsory.



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

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF MATHEMATICS

SUBJECT CODE: BEDTM-3518

SEMESTER : V B.A.B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 20

End Term Exam : 30

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)

- (i) Teaching aid from the 3-dimensional aspects.
- (ii) Creative way of teaching of mathematics at elementary level.



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

(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 (6th Class to 10th Class)
- j. Sidhu, K.S. : Teaching of Mathematics.
- k. Dr. Neetu Sethi :Teaching of Mathematics.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignments	7
Two Mid Terms Exam	7

(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 2 questions of 5 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	0	2

Internal Assessment : 20

End Term Exam : 30

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



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

(C) BOOKS RECOMMENDED:

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	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignments	7
Two Mid Term Exam	7

(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 2 questions of 5 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	0	2

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher 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
UNIT-I	i. Concept, nature, scope and importance of social studies, Aims and Objectives of teaching of social studies at school level. ii. Social studies room-need and importance.	02 hours per week(12 week)
UNIT-II	iii. Approaches of organizing social studies curriculum- concentric, spiral, topical and integrated . iv. Lesson plan-need, importance and steps of writing it in teaching of social studies.	
UNIT-III	<ul style="list-style-type: none"> • Devices and techniques of teaching social studies-Narration Description , Illustration and Questioning. • Social studies teacher-Qualities and role. 	
UNIT-IV	<ul style="list-style-type: none"> • Audio-visual aids-Meaning, importance of audio visual aids: chalkboard, globe, models, charts, overhead projector,slide projector. • Evaluation in social studies-modern concept and types of evaluation. 	

Activities (Any one of the following)

1. Writing instructional objectives in behavioral form for five topics from the text book.
2. To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.



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

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	30 Marks
Internal Assessment	20 Marks
a) Attendance	6Marks
b) Written Assignments/Practical/Presentation	7 Marks
c) Two mid Terms Exam	7 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 2 questions of 5 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 is compulsory.



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

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF POLITICAL SCIENCE

SUBJECT CODE: BEDTPS-3523

SEMESTER: V B.A.B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

- To enable the student teacher to:
- To develop an understanding about the concept of political science.
- To develop an understanding of objectives of teaching of Political science.
- To develop ability to understand the concept of curriculum.
- To acquaint the pupil-teacher with different methods and audio visual aids.
- To develop proper understanding of concept of evaluation.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/ Week
UNIT-I	v. Concept, nature, importance, and objectives of teaching of political science. vi. Political science teacher-Qualities of political science teacher.	02 hours per week(12 week)
UNIT-II	vii. Methods of teaching of political science- Lecture, Discussion, Story telling. viii. Lesson planning -concept, importance and steps of writing it in teaching of political science.	
UNIT-III	<ul style="list-style-type: none"> • Curriculum-meaning, characteristics, principles of teaching of political science. • Political Science text-book-meaning, importance and Qualities 	
UNIT-IV	ix. Audio-visual aids-Meaning, projective and non-projective aids of teaching of political science. x. Evaluation in political science-meaning, importance, tools and techniques of continues and comprehensive of evaluation.	

Activities (Any one of the following)



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

4. Preparation of model lesson plan on any topic of political science.
5. Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED:

1. Aggarwal, J.C (1986) Teaching Of political science& civics, south Asia publication.
2. Chopra, J.K (2012) Teaching of political science, unique educational publication.
3. Khanna, Raj kumar (2008) Teaching of political science, Twenty first century publication, Patiala.
4. Syed, M.H (2004) Modern teaching of civics/Political science, Anmol publication pvt.ltd.
5. Yadav Nirmal(2003) Teaching of political science, Anmol publication PVT.Ltd.
6. Kaur, Jaskiranvir (2010) Teaching of Political Science, Tandon Publication.
7. Verma, Upendra (2010) Teaching of Political Science, Rajat Publication.
8. Khanna,S.D (1986) Teaching of Political Science. Doaba House Publication.
9. Chopra,J.K (2004) Teaching of Political Science. Commonwealth Publishers.
10. Mathur,Pawan (2005)Teaching of Political Science. Sumit Enterprises

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
a) Attendance	6
b) Written Assignments /Practical/Presentation	7
c) Two mid Terms Exam	7

(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 2 questions of 5 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 is compulsory



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

SUBJECT TITLE: TEACHING OF HISTORY

SUBJECT CODE: BEDTH-3522

SEMESTER: V B.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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
UNIT-I	<ul style="list-style-type: none"> • History: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles, 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • 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. 	
UNIT-III	<ul style="list-style-type: none"> • History text book: meaning, types, importance and qualities; classification of instructional objectives of teaching history in operational terms. 	
UNIT-IV	<ul style="list-style-type: none"> • 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.



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

(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*.

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	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignments	7 Marks
Two mid Terms Exam	7 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 2 question of 5 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: BEDTEP-3526

SEMESTER: V B.A.B.Ed

CONTACT HOURS/WEEK:

Lecture (L)	Tutorial (T)	Practical (P)	Credit (C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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
UNIT-I	Physical Education: meaning, nature, objectives, importance, scope, relationship with other subjects;	02 hours per week(12 weeks)
UNIT-II	Physical Education curriculum: meaning, principles and approaches.	
UNIT-III	Physical education text book: meaning, types, importance and qualities; Physical education Teacher: qualities, professional growth and role.	
UNIT-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 Publishers, Ludhiana.
- Charles, A. Brucher (1970): *Foundations of Physical Education*, 8
- Fox, Edward L. (1984) : *Sports Physiology*, CBS College Publications.
- Singh, Hardyal : *Science of Sports Training*, DYS Publications, New Delhi.



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

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	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignments	7 Marks
Two mid Terms Exam	7 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 2 question of 5 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.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 20

End Term Exam : 30

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	



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

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	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignment	7
Two Mid-term Examinations	7

(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 2 questions of 5 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 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 : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

T) T[d/;a

1H ftfdnkoEh nfXnkgeK B{z gzikph ;kfjs d/ ftzfGB o{gK dhNk nfXnkgeB ftXhnK s'A ikD{ eokT[Dk.

2H ftfdnkoEh nfXnkgeK B{z Gk;ak f;ZyD dh gqhfefonk 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 nfXnkgeB 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/ nfXnkgeB ;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
UNIT-I	<ul style="list-style-type: none"> 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. 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. 	2 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> ;e{b g[;sekbk dh wjZssk, ;zrmB, ;wZroh, toswb ;FFesh. fdq;aNh ;q's ;jkfJe ;kXBK dh wjZssk, torheob, b'VhAd/ ;jkfJe ;kXB. 	
UNIT-III	<ul style="list-style-type: none"> eftsk f;ZFFynk d/ T[d/;a ns/ gqw[Zy ftXhnK. tkose f;ZFFynk d/ T[d/;a ns/ gqw[Zy ftXhnK. ftnkeoD f;ZFFynk d/ T[d/;a ns/ gqw[Zy ftXhnK. 	



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

UNIT-IV	<ul style="list-style-type: none"> w[bKeD dhNk fe;wK, ftXhnK, fBozso ns/ ;w[Zuk w[bKeD. ;{yw nfXnkgB ns/ e';ab, gkm :'iBk dk wjZst ns/ fsnkoh. 	
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gq: 'fre fefonktK (fszBK ftZu' e'Jh fJZe)

1H;hBhno ;ze?voh gZXo s/ ftfdnkoEhnK tZb' ehshnK iKdhnK gVQB nPZ[XhnK bJh T[gkukokswe T[gkn.

2H;hBhno ;ze?voh gZXo s/ ftfdnkoEhnK tZbA' ehshnK iKdhnK fbysh nPZ[XhnK bJh T[gkukokswe T[gkn.

3H gzikph Gk;ak dh toswkB ;fEsh ns/ gzikph Gk;ak gqsh pZfunK dh o[uh ;zpzXh ;e{b gZXo s/ ftuko uouk.

(J) ;jKfJe g[;se ;{uh

- 1) joehos f;zx, gzikph ;apd o{g ns/ ;apd.
- 2) g/qw gqek;a f;zx, gzikph Gk;ak dk fgS'eV.
- 3) ihHphH f;zx, r[ow[yh fbgh dk iBw s/ ftek;;, (1950)
- 4) fgnkok f;zx gdw, gzikph p'bh dk fJfsjk;;, (1969)
- 5) ;H;H;/y', wHeH;/y', gzikph Gk;ak dk nfXnkgB, (2009)
- 6) fJzdod/t f;zx Bzdok, gzikph Gk;ak dk nfXnkgB, (2015)

(;)

w[bKeD

pkjoh w[bKeD	30
nzdo{Bh w[bKeD	20
(T) jkIoh	06
(n) fbysh ekoih ;g'"DhnK \$gq'i?eN ekoi	07
(J) xo/b{ gqhfynktK (2)	07

(j) g/go ;?N eoB bJh jdkfJsKL^ gqPB gZso ftZu e[b fszB Gkr j'Dr/. Gkr (T), (n) ns/ (J).Gkr (T) d/ gqPB f;b/p; d/ gfjb/ :{fBN ns/ d{i/ :{fBN ftu'A j'Dr/. Gkr (n) d/ gqPB shi/ ns/ u"E/ :{fBN ftZu' j'Dr/.d't/ GkrK ftZu'A fJZe^fJZe gqPB eoBk j?. jo gqPB 10 Bzpo dk j't/rk. Gkr (J) ftZu 02 gqPB j'Dr/. jo/e gqPB 05 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^fJZe gqPB eoBk j't/rk. Gkr (J) d/ ;ko/ gqPB eoB/ j'Dr/.



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 : 20
End Term Exam : 30
Duration of Exam : 1.5Hrs

k) ihNdl ix=, ke £ÖeXy :

- 1- .aza dh fofHkUu Hkwfedkvksa dks tkuuk A
- 2- .aza ds Lo:i vkSj O;oLFkk dks le>uk A
- 3- .aza lh[kus ds rjhds vkSj izfØ;k dks tkuuk A
- 4- .aza;h dkS'kykas esa n{krk A
- 5- .aza ds O;kogkfjd iz;ksx esa fuiq.krk ykuk A
- 6- lkfgR; dh fofHkUu fo/kkvksa dk Kku djokuk A
- 7- ikB&;kstuk fuekZ.k ds ;ksX; cukuk A
- 8- ewY;kdu dh ;ksX;rk dk fodkl djuk A
- 9- lgk;d f'k{k.k lkexzh ds fuekZ.k rFkk iz;ksx ds ;ksX; cukuk A

%) pa#(y'm ivzy sUcl :

Sr. No	Contents	Contact Hours
UNIT-I	okpu dkS'ky &vFkZ] egRo] mn~ns';] fof/k;ka ys[ku dkS'ky &vFkZ]egRo]l`tukRed ys[ku dh fof/k;ka x f'k{k.k & vFkZ]mn~ns';]fof/k;ka i f'k{k.k & vFkZ mn~ns';]fof/k;k	02hours per week(12 weeks)
UNIT-II	O;kdj.k f'k{k.k%vFkZ] egRo] fof/k;ka ikB~;iqLrd%vFkZ]i;ksfxrk]ikB~;iqLrd dh fo'ks"krk,aA	



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

UNIT-III	ewY;kadu%vFkZ]egRo o iz'u i= fuekZÆ ds flökuUrA n`'; JO; lk/ku% vFkZ] egRo o iz;ksxa	
UNIT-IV	lw{e f'k{k.k & vFkZ] egRo] f'k{k.k dkS'ky&izLrkouk dkS'ky]O;k[;k dkS'ky]iz'u dkS'ky] ikB &;kstuk & vFkZ] egRo o l'iku	

g) p[ayoigk kayR (dono me se koj Ek)

1-fgUnh lkfgR; ds fodkl esa dksbZ nks egku ys[kddkj ,oa dgkuhdkj ds ;ksxnku ij fjiksVZ rS;kj djsaA

2-fgUnh lkfgR; ds fodkl esa dksbZ nks egku dfo;ksa ,oa dfof=;ksa ds ;ksxnku ij fjiksVZ rS;kj djsaA

`) sNd.R puStk sUcl "

- 1.kumarúyogex(2004).Aa/uink ihNdl ix=, n; idLlI Epl Ec piBlix'g korporex
- 2.jltú yogeNd[.aj (1972).ihNdl ix=, Aagra " ivnod puStkmiNdr
- 3.%NnaúJyoit (2015).ihNdl ix=, n; idLlI " /npray E<@ kMpnú
- 4.sfaya r`unaq 1997).ihNdl ix=, ivi/ jalN/r " p'jab `r
- 5..ai\$ya ke ke AOr nar'g sl El. Aa/uink ihNdl iviv/a' p[kax piBlk b[djR bra;
- 6.nálaúm/u (2013).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
- 7.naykúsurex %bRú p™it.a (2010).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
8. kOrú svRjlt (2009).ihNdl ix=, n; idLlI: kLyall p[kaxn
- 9.isNhap[sad x]u~n (1964).ihNdl .aza kl ix=, ivi/ idLlI

;) mULya'kn "

- bahrl prl=, ke 30 A'k
- AaNtirk prl=, ke 20 A'k
- (a)hajrl ke 6 A'k
- (b)ili%t kayR/ p[ojek\$/p™Stutlkr, 7 A'k
- (c)`relu prl=a (do bar) 7 A'k

c) p[Xn p] bnane sMbN/I ihdayte "

p[Xn p] ke tln .ag hoge - .ag k AOr .ag % me do-do p[Xn hoge - .ag k ke p[Xn pa#(y¹m kl (ška; -1) AOr (ška; -2) AOr .ag % ke p[Xn pa#(y¹m kl (ška; -3) AOr (ška; -4) me se hoge - hr p[Xn 10 A'k ka hoga - .ag g me 2 p[Xn hoge - hr p[Xn ke 5 A'k hoge - .ag g ke p[Xn pUre pa#(y¹m me se hoge -

^) ix=aqlRyo' ke ilE ihdayte "

ix=aqlRyo' ko .ag k AOr .ag % me se Ek Ek p[Xn krna hoga - .ag g AinwayR hW -



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

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF SCIENCE

SUBJECT CODE: BEDTS-3517

SEMESTER : VI B.A.B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
1	0	1	2

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Identity objectives of teaching science at different school stages
- Understand the nature and significance at science
- Development habit of observation, exploration, classification and systematic way of thinking.
- Understand the impact of science upon our way of life
- Acquaint with scientific methods and enable them to develop scientific attitude.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers. 	2 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Methods of teaching: Lecture method, Lecture-cum-demonstration, Heuristic method, Inductive & deductive method, Problem-solving method, Project method. 	
UNIT-III	<ul style="list-style-type: none"> • Micro Teaching: Procedure or Cycle of Micro Teaching, Advantage of Micro Teaching Lesson planning in science: concept objectives, importance and steps. 	
UNIT-IV	<ul style="list-style-type: none"> • Evaluation: Concept, importance, type, Difference between Examination, Measurement & Evaluation, Qualities of good evaluation programme. 	

SESSIONAL WORK (Any one of the following)

- Pedagogical analysis of any science topic
- Development of a macro lesson plan based on any science topic.



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

(C) BOOKS RECOMMENDED

1. Cutting, Goger nd Kelley, Orla (2014). Creative Teaching in Primary Science.
2. Dunne. Mick (2014). Primary Science (2nd ed).
3. Mohan, R. (2002). Innovation Science Teaching Delhi: Prentice-hall.
4. Kaur, Rakshinder (2007), Teaching of Science, Twenty First century publication, Patiala.
5. Kohli, V.K. How to Teach Science, Shri Krishna Publication, Ambla.
6. Mangal, S.K. Teaching of Science , Arya Book Depot, New Delhi.
7. Siddiqi & Siddiqi (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
8. Sharma, R.C.(1998) Modern Science Teaching, Dhanpal Rai Publishers, New Delhi.
9. Kulsreshtha, S.P. (2005) Teaching of Science, Surya Publication, Meerut.
10. Soni, Anju,(2000) Teaching of Science, Tandon Publications,Ludhiana.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignment/Presentation/ Practical	7 Marks
Two Mid-term Examinations	7 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 2 questions of 5 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 is compulsory.



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.A B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

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	i. Strategies for learning and Teaching Mathematics: 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	ii. Methods of Teaching: Lecture, Discussion, Demonstration, Inductive-Deductive, Problem-solving and Project.	
UNIT-III	iii. Lesson Planning: Importance, Objectives, Phases, Basic steps, Components; Micro Teaching: Steps, Some important skills. iv. Mathematics Library: Need and importance of Mathematics Library, Material for Mathematics Library.	
UNIT-IV	v. Mathematics Laboratory: 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.



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

(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 (6th class to 10th class)
10. Sidhu, K.S: Teaching of Mathematics.
11. Dr. Neetu sethi : Teaching of Mathematics.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignment	7
Two Mid-term Examinations	7

(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 2 questions of 5 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 : 20

End Term Exam : 30

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, compete 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.	



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

(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
4. Siddiqui, M.H. : Teaching of Economics

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignment/Project work	7
Two Mid-term Examinations	7

(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 2 questions of 5 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	0	2

Internal Assessment : 20

End Term Exam : 30

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

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Methods of teaching of social sciences-Lecture, Discussion, project, text book method. • Micro Teaching –Meaning, micro teaching cycle, micro teaching skills: introducing the topic, questioning, explanation, stimulus variation, blackboard writing. 	02 hours per week(12 week)
UNIT-II	<ul style="list-style-type: none"> • Lesson planning-Meaning, characteristics and procedure of lesson planning. • National integration and social studies: Meaning, importance, role of social studies in promoting national integration. 	
UNIT-III	<ul style="list-style-type: none"> • Social studies text book-need & importance, qualities. • Evaluation-Meaning, importance, purposes and tools and techniques of evaluation. 	
UNIT-IV	<ul style="list-style-type: none"> • Continuous and comprehensive Evaluation- meaning and Tools and techniques of continuous and comprehensive evaluation. • Current affairs- in social studies- Meaning, importance and methods. 	

SESSIONAL WORK (Any one of the following)

- Identification of difficulties in learning social sciences.
- Evaluate social issues in newspaper.



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

(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	30 Marks
Internal Assessment	20Marks
(a)Attendance	6
(b)Written Assignment/Project work	7
(c)Two Mid-term Examinations	7

(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 2 questions of 5 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 is compulsory.



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: 20

End Term Exam: 30

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
UNIT-I	<ul style="list-style-type: none"> • Methods of teaching physical education: concept, characteristics, lectures cum demonstration, command, and project. 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • 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. 	
UNIT-III	<ul style="list-style-type: none"> • Micro Teaching-meaning, concept, cycle Lesson plan: concept, objectives, importance and steps. 	
UNIT-IV	<ul style="list-style-type: none"> • 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.



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

(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*, 8th ed., The C.V. Mos Computers.
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 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	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignment	7
Two Mid-term Examinations	7

(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 2 questions of 5 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 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	0	2

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(C) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- To develop an understanding about the methods of teaching of political science.
- To develop an understanding of micro teaching.
- To develop the ability to prepare the lesson plan.
- To acquaint the pupil-teacher with different audio visual aids.
- To develop proper understanding of the concept and types of evaluation.

(D) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Devices and techniques of teaching of political science-Questioning, illustration, narration. • Political science room-need and importance. 	02 hours per week(12 week)
UNIT-II	<ul style="list-style-type: none"> • Micro teaching-Meaning, micro teaching cycle, micro teaching skills: introducing the topic, questioning, explanation, stimulus variation, blackboard writing. 	
UNIT-III	<ul style="list-style-type: none"> • Audio-visual aids- meaning, importance and advantages. • Current affairs in political science -meaning, need and importance. 	
UNIT-IV	<ul style="list-style-type: none"> • Lesson planning –meaning, characteristics and procedure of lesson planning. • Evaluation in political science- meaning, Types of evaluation. 	



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

Activities (Any one of the following)

- Prepare a lesson plan on any topic related to political science.
- Critically analyze any current topic from newspaper on politics.
- Preparation of a low-cost teaching aid.

(E) BOOKS RECOMMENDED:

11. Aggarwal, J.C (1986) Teaching Of political science& civics, south asia publication.
12. Chopra, J.K (2012) Teaching of political science, unique educational publication.
13. Khanna, Raj kumar (2008) Teaching of political science, Twenty first century publication, Patiala.
14. Syed, M.H (2004) Modern teaching of civics/Political science, Anmol publication pvt.ltd.
15. Yadav Nirmal(2003)Teaching of political science, Anmol publication PVT.Ltd.
16. Kaur, Jaskiranvir(2010)Teaching of Political Science, Tandon Publication.
17. Verma, Upendra(2010)Teaching of Political Science, Rajat Publication.
18. Khanna, S.D(1986)Teaching of Political Science. Doaba House Publication.
19. Chopra, J.K(2004)Teaching of Political Science. Commonwealth Publishers.
20. Mathur, Pawan(2005)Teaching of Political Science. Sumit Enterprises.

(F) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignments /Practical/Presentation	7
Two mid Terms Exam	7

(G) 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 2 questions of 5 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 is compulsory.



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

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	0	2

Internal Assessment: 20

End Term Exam: 30

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
UNIT-I	Methods of teaching history: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving	02 hours per week(12 weeks)
UNIT-II	Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance	
UNIT-III	Micro Teaching-meaning, concept, cycle Lesson plan: concept, objectives, importance and steps,	
UNIT-IV	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.



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

(C) BOOKS RECOMMENDED

1. Burnston, W.H.: *Principles of History Teaching*.
2. Car, E.H.: *What is History*.
3. Chaubhe, K.P.: *Audio-visual Aids in Teaching of Indian History*.
4. Ghata, V.D.: *The Teaching of History*.
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	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignment	7
Two Mid-term Examinations	7

(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 2 questions of 5 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
School Internship Subject I	30	100	130
School Internship Subject II	30	100	130
Engagement with Community	15	25	40
		Total	300

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 2nd 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.



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

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:40

End Term Exam:60

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
UNIT - I	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
UNIT - II	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.	
UNIT - III	v. Statistical tools and techniques: percentage, percentile rank, vi. Frequency distribution, central tendency measures- mean, median and mode; normal distribution curve.	
UNIT - IV	vii. Continuous and comprehensive evaluation: concept, significance, merits and limitations. viii. Examination Reforms: flexibility, quality and range of questions, school based credit	



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

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	60 Marks
Time	3hrs
Internal Assessment	40 Marks
Attendance	10 Marks
Written Assignment/Project work/Presentations	15 Mark
Two Mid-term Examinations/ House Test	15 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.



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

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: 20

End Term Exam: 30

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
UNIT-I	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)
UNIT-II	iii. Teaching strategies for inclusive education and creating conducive environment in inclusive schools.	
UNIT-III	iv. Creating and sustaining inclusive practices: Role of teachers, parents and community.	
UNIT-IV	v. Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1995).	

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.



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

(C) BOOKS RECOMMENDED

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. Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspective Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88- 100). London: Continuum.
3. 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.
4. Kumar Jitinder (2013) Inclusive Education: A journey through challengers Twenty First Century Publications.
5. Mithu Alur and Michael Bach (2005). Inclusive Education from Rhetoric to Reality, New Delhi, Viva Books Ltd.
6. Singh Agyajit & Surjit Singh (2010) Education of Exceptional Children, Patiala Twenty First Century Publications.
7. Sharma Yoginder K and Madhulika Sharma (2014) Inclusive Education –Special Educational Needs of Learners New Delhi , Kanishka Publisher
8. Singh Agyajit & Surjit (2014) Education of Exceptional Children, Patiala Twenty First Century Publications.
9. Singh Agyajit and jaswant kaur virk (2014) Inclusive Education. Twenty First Century Publications, Patiala.
10. Stringfield, S (2006). Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning, Routledge, UK.
11. Virk Jaswant, Alka Arora and Richa Sharma Sood (2010) Fundamentals of Inclusive Education Twenty First Century Publications.2
12. Virk.Jaswant Kaur(2017) Inclusive School Patiala Twenty First Century Publications, Patiala.

(D) EVALUATION

Theory Examination (External)	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignment/Practical/Presentation	7 Marks
Two Mid Term Examination	7 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 2 questions of 5marks in each which will cover the entire syllabus uniformly and carry 10 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the sections A and B and the entire section C is compulsory.



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

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: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(B) 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
UNIT-I	<ul style="list-style-type: none"> • Concept of gender, sex, sexuality, patriarchy. Gender equality in India with special reference to Caste, class and religion. 	2 hours per week (12 Weeks)
UNIT-II	<ul style="list-style-type: none"> • Concept of Gender Equity and equality in education. Problems of access, Retention, Stagnation and drop out. 	
UNIT-III	<ul style="list-style-type: none"> • Role of Education in Gender Sensitization. • Role of curricular and Co- curricular activities in combating gender bias. 	
UNIT-IV	<ul style="list-style-type: none"> • Schooling of girls: Inequalities and Intervention for girls Participation in schooling • Efforts of government and non- government organization in dealing with gender inequalities. 	



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

SESSIONAL WORK (any one of the activities):

- Identification of gender bias in school text book.
- 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. Goyal, S. (2017) : Gender, School and Society, Patiala: Twenty First Century Publications.
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	30 Marks
Internal Assessment	20 Marks
(a) Attendance	6 Marks
(b) Written Assignment/Practical /Presentation	7 Marks
(c) Two Mid Terms Exam	7 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 2 questions of 5 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.



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

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: 20

End Term Exam: 30

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	<ul style="list-style-type: none"> • Socialization and Development of Self: At home, community and at school. • Role of Positive Thinking in Self development. 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • The Influence of Peer Group, technology and globalization on identity formation. 	
UNIT-III	<ul style="list-style-type: none"> • Schooling as a process of identity formation: Developing national, secular and humanistic identity. 	
UNIT-IV	<ul style="list-style-type: none"> • 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.



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

(C) BOOKS RECOMMENDED:

1. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
2. Baron, R.A. (2012). Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Cornelisson, R.M.M., Mishra, G., Varma, S. (2011a). Foundation of Indian psychology: vol.1, concept and theories, New Delhi, India: Pearson.
4. M Carnoy, D Rhoten (2002). What Does Globalization Mean for Educational Change ? A Comparative Approach, Comparative Education Review.
5. Pathak, Avijit (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Noida.
6. Ramalingam, Dr. Panch. (2010). Recent Studies in School Psychology. New Delhi, Authorpress.
7. Rekha, Kaur Jasjot, Raminderjit Kaur (2016). Understanding the Self. Patiala, Twenty First Century Publications.
8. Sarah Grison, Michal S. Gazzaniga. Psychology in your life (2016) . Norton, W.W & company Inc.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
(a) Attendance	6 Marks
(b) Written Assignment/Practical /Presentation	7 Marks
(c) Two Mid Terms Exam	7 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 2 questions of 5 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.



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

SUBJECT: TEXTS; READING AND REFLECTING

SUBJECT CODE: BEDTRR-4805

SEMESTER : VIII B.A.B.ED

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 20

End Term Exam : 30

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 SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Reading resources: National policy education(1986) • Reading resources: National curriculum framework (2005). 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Reflection on core element (NPE-1986): Aims of education, pedagogy and evaluation. • Reflection on core elements (NCF-2005): Aims of education, pedagogy and evaluation 	
UNIT-III	<ul style="list-style-type: none"> • Reading of text books (class viii/ix) -science , social sciences, mathematics and language. • Problems faced by children in reading –causes and remedies. 	
UNIT-IV	<ul style="list-style-type: none"> • Reflection on core elements in the above stated school text books with respect to gender, environment and health. • Evaluation of Reading skills. 	

SESSIONAL WORK (any one of the activities):

- Analysis of two articles/advertisement from newspaper/magazine etc.
- Writing a book review and critically analyzing the content and language of the text.



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

(C) BOOKS RECOMMENDED:

1. Garg, Seema (2017) Reading and reflecting on text. 21st century publication, Patiala.
2. Grellet, F. (1981) Developing Reading Skills; A practical guide to reading comprehension exercises. Cambridge University press.
3. Indra devi, M, Prasant kumar, J, Rao, Digumarti Bhaskar (2005) Values in languages Text Book. Discovery publishing house, Patiala.
4. Nandra, inder dev (2017) Reading and Reflecting on text. 21st century publication, Patiala.
5. Nandra, inder dev and Amandeep kaur Lahari (2017) Reading and Reflecting on text. 21st century publication, Patiala.
6. Shri vastave B.P.; The Teaching of Reading. Bharti publication new Delhi.
7. Indra devi, M, Prasant kumar, J, Rao, Digumarti Bhaskar (2005) Values in languages Text Book. Discovery publishing house, Patiala.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignment/Practical/Presentation	7 Marks
Two Mid-term Examinations	7 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 2 questions of 5 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 is compulsory



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

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: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- i. To enable student teachers to comprehend ideas, for reflection and thinking, as well as for expression and communication.
- ii. To enable student teachers to enhance one's facility in the language of instruction is thus a vital need of student-teachers.
- iii. To enable student teachers to strengthen the ability to 'read', 'think', 'discuss & communicate' as well as to 'write'.
- iv. To enable student teachers to understand the concept of classroom transaction.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/ Week
UNIT-I	<ul style="list-style-type: none"> • Engaging with popular Subject- based Expository Writing: Selected Articles, biographical writing. 	02 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Engaging with different writing: newspapers, magazine and contemporary educational issues. 	
UNIT-III	<ul style="list-style-type: none"> • School Magazine: objective, significance and layout • Wall Magazine: objective, significance and preparation 	
UNIT-IV	<ul style="list-style-type: none"> • Classroom discourse and its nature, Discussion and Questioning as tool for learning. • 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):



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

- Preparation of a school newspaper.
- Debate and Discussion in classroom on contemporary educational issues.
- Review writing of any biography.

(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. Kumar, Krishna. (2007). The child’s language and the Teacher. New Delhi: National Book.
3. Sullivan, M. (2008). Lesssons for Guided writing. Scholastic. National curriculum framework.(2005).
4. Ghosh, S. (2009). Mass Communication: An Indian Perspective. Shishu Sahitya Samsad.
5. Sinha, S. (2009). Roseublatt’s Theory of Reading. Explaining Literature contemporary education dialogue.6 (2),pp. 223-237.
6. Mangal, U.(2010). Teaching of Hindi. New Delhi: Arya Book Depot.
7. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
8. Nandra I. (2016) Strengthening language proficiency, Patiala: Twenty first century publications.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
(a) Attendance	6 Marks
(b) Written Assignment/Project work	7 Marks
(c) Two Mid-term Examinations	7 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 02 questions of 05 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.



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

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 : 20

End Term Exam : 30

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.
- Sensitize, motivate and help them to acquire the skills for physical fitness.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Endocrine glands: Functions and location in the body. • Human Nervous System: parts and its functions. 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition. • School Health Programmes: Health Service, Health Supervision and Health Instruction. 	
UNIT-III	<ul style="list-style-type: none"> • 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. 	
UNIT-IV	<ul style="list-style-type: none"> • Yoga: Modern concept, types, need and importance, benefits of specific yoga asans 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. 	



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

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).
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.



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

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
(a) Attendance	6 Marks
(b) Written Assignment/Project work	7 Marks
(c) Two Mid-term Examinations	7 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 02 questions of 05 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.



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

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 : 20

End Term Exam : 30

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.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Educational Environment: Meaning, Need, Objectives, Methods, Importance and Principles, Teacher's Role in Environmental Education efforts at school level. 	02 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Environmental Issues: Pollution, Green House Effect, Global Warming, Depletion in Ozone layer, Acid Rain: Causes & Effects. 	
UNIT-III	<ul style="list-style-type: none"> • EEcology: Meaning, Characteristics, Principles and Types. • EEcosystem: Meaning, Importance, Types, Components, Food Web, Food Chain. 	
UNIT-IV	<ul style="list-style-type: none"> • CConservation: Natural Resources, Forest and wild life. • HHealth Environment: Meaning, definitions, Characteristics, and How to build healthy environment. 	



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

SESSIONAL WORK (any one of the activities)

6. To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.
7. Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED:

1. Sekhri, Isha (2012). Environmental Education. Twenty first Century Publications Patiala.
2. Shrivastva, K.K (2004). Environmental Education. Kanishka Publishers & Distributors.
3. Kumar, V (2000) Modern Method of Teaching Environmental Education. New Delhi: Sarup & Sons.
4. Kohli, V.K, Environmental Pollution & Management Vivek Publishers.
5. Sharma, R, (2015) Environmental Education- Causes & Remedies, Twenty first Century Publications, Patiala.
6. K, Amandeep (2017) Environmental Education, Twenty first Century Publications, Patiala.
7. Saxena, A.B (2004) Environmental Education, National psychological corporation .
8. Trivedi, P.R (2004) Environmental Education, A.P.H. Publishing corporation.
9. Nasrin, P.R (2004) Environmental Education, A.P.H. Publishing corporation.
10. Sobti, Saroj & Surjit (2009) Environmental Education , Twenty First Century Publications, Patiala.
11. Rajagopalan, R (2006). Environmental Studies from Crisis to Cure. Oxford University.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
Attendance	6
Written Assignments /Practical/Presentation	7
Two mid Terms Exam	7

(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 2 questions of 5 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 is compulsory.



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

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: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(C) 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	<ul style="list-style-type: none"> • Guidance: - meaning, Nature, Scope, need and types- educational, Vocational and personal- their meaning and objectives. • Principles of Guidance and Counselling. 	2 Hours per week(12 Weeks)
UNIT-II	<ul style="list-style-type: none"> • Guidance Services: - Individual information Service- meaning, importance, Placement service-Types, function, principle and follow-up service-Importance, Need, Purposes . • Testing Techniques- Testing of mental abilities, aptitudes and interests. • Non Testing Techniques- Interview, Rating Scales, Cumulative Record Card. 	
UNIT-III	<ul style="list-style-type: none"> • Counselling:-Concept, Approaches- Directive, Non Directive, Eclectic. • Principles of Counselling. • Qualities and training of a counselor 	
UNIT-IV	<ul style="list-style-type: none"> • Counselling Interview:- Steps in Counselling interview • Role of Teacher as Counsellor. • Organization of Guidance Programme. Meaning, Objectives, Importance and various Patterns. 	



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

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.
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	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignments	7 Marks
Two mid Terms Exam	7 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 2 question of 5 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 is compulsory.



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

SUBJECT: EDUCATION TECHNOLOGY

SUBJECT CODE: BEDET-4810

SEMESTER: VIII B.A.B.ED

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the meaning, nature, and Characteristics of educational technology.
- Understand the role of educational technology in education.
- Understand the concept of programmed learning.
- Understand the concept of Mass Media.
- Understand the concept M-learning.
- Understand the Recent trends in educational technology.

(D) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/ Week
UNIT-I	<ul style="list-style-type: none"> Education technology: meaning, Nature, Characteristics, Types. Role of Educational Technology in modern educational practices. 	02 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> Programmed Learning: Concept, Characteristics, Difference between programmed learning and traditional learning. 	
UNIT-III	<ul style="list-style-type: none"> Mass Media and Education: meaning, Purposes, Role of Mass media in education. 	
UNIT-IV	<ul style="list-style-type: none"> Recent Trends in Educational Technology. M-Learning: Meaning, Objectives, Advantages and disadvantages. 	

SESSIONAL WORK (any one of the activities):

- Preparation of any topic of school level (from class 6th to 10th) through M-learning.
- Preparation of lesson plan by using PPT.
- Write a Report on effects of mass media on our society.



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

(C) BOOKS RECOMMENDED:

- 10) Walia.J.S (2015-16) Educational technology. Ahim Paul Publication, jalandhar.
- 11) Sethi.M (2015) Educational technology.21st century publication, Patiala.
- 12) Mangal.S.K ,uma mangal(2014).Essential of educational technology.PHI learning private limited,Delhi.
- 13) Thakur.A.S,Abhinav thakur(2013-14)Essential of educational technology. Agrawal publications,Agra-2.
- 14) Sharma.R.A(2013) Essential of educational technology.R.Lall Book Depot,Meerut.
- 15) Nandra.I.S(2009)Educational technology.21st century publication ,Patiala.
- 16) Sachdeva.M.S, chanchal kumar,kusum Sharma(2009)Essential of educational technology.21st century publication,Patiala.
- 17) Bhusan,A.&Ahuja,M,(1992)Educational technology.Vikas publication, Meerut.
- 18) Berwal, S., Thakur A.S.. (2011). Essentials of Educational Technology” Patiala: TwentyFirst Century Publications.

(D) EVALUATION:

External Examination	30 Marks
Internal Assessment	20 Marks
(a) Attendance	6 Marks
(b) Written Assignment/Practical /Presentation	7 Marks
(c) Two Mid-term Examinations	7 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 02 questions of 05 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.



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

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: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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
UNIT-I	<ul style="list-style-type: none"> • Teacher education: Meaning, Nature, importance. • Qualities of a good Teacher. Problems of Teacher Education in India. 	02 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Objectives of Teacher Education At different Levels: Pre Primary, Primary, Secondary level. 	
UNIT-III	<ul style="list-style-type: none"> • NCF 2009 on Teacher Education. 	
UNIT-IV	<ul style="list-style-type: none"> • Innovations in Teacher Education: Meaning, Nature and strategies. • CCurrent Trends in teacher Education. 	

SESSIONAL WORK (any one of the activities):

- Critical appraisal of teacher education programme (ETT/B.Ed./M.Ed.) being implemented in a teacher education institution.
- Attitudinal survey of teacher trainees.



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

(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	30 Marks
Internal Assessment	20 Marks
(a) Attendance	6 Marks
(b) Written Assignment/Practical /Presentation	7 Marks
(c) Two Mid-term Examinations	7 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 02 questions of 05 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.



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

SUBJECT TITLE: SPECIAL EDUCATION

SUBJECT CODE: BEDSE-4812

SEMESTER: VIII B.A.B.ED

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE

To enable the student teachers to:

- Develop an awareness and skill in identifying special children.
- Equip themselves with latest trends of the special education.
- Impart knowledge about functioning of special schools.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Special Education: Meaning, need, importance and classification. 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Trends in special education: Mainstreaming, community based rehabilitation, inclusion and individualized education programme. 	
UNIT-III	<ul style="list-style-type: none"> • Identification- characteristics, causes and education of children with mentally retarded, orthopedically handicapped, visually impaired and children with locomotors impairment. 	
UNIT-IV	<ul style="list-style-type: none"> • Learning disabilities: Types and remediation. 	

SESSIONAL WORK (any one of the activities)

- Activities (Any one of the following)
 - i. Visit to a special school.
 - ii. Problems of teachers in dealing with special children in inclusive setting.
 - iii. Identification of different type of learning disability.



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

(C) BOOKS RECOMMENDED

1. Alur, M. (2002). Introduction in Hegarty, S., & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
2. BenDer, W. N. (2002). Differentiating Instruction for Students With Learning Disabilities: Best Practices for General and Special Educators. Thousand Oaks, CA: Corwin Press.
3. Ghai, A. (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88- 100). London: Continuum.
4. Kumar Jitinder (2013) Inclusive Education: A journey through challengers Twenty First Century Publications.
5. Mithu Alur and Michael Bach (2005). Inclusive Education from Rhetoric to Reality, New Delhi, Viva Books Ltd.
6. Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), India Education Report. A Profile of Basic Education (pp. 96-108). New Delhi: Oxford University Press.
7. Singh Agyajit & Surjit Singh (2010) Education of Exceptional Children, Patiala Twenty First Century Publications.
8. Virk Jaswant, Alka Arora and Richa Sharma Sood (2010) Fundamentals of Inclusive Education Twenty First Century Publications.2
9. Virk.Jaswant Kaur(2017) Inclusive School Patiala Twenty First Century Publications, Patiala.

(D) EVALUATION

Theory Examination (External)	30 Marks
Internal Assessment	20 Marks
Attendance	6 Marks
Written Assignment/Practical/Presentation	7 Marks
Two Mid Term Examination	7 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 2 questions of 5 marks in each which will cover the entire syllabus uniformly and carry 10 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C is compulsory.