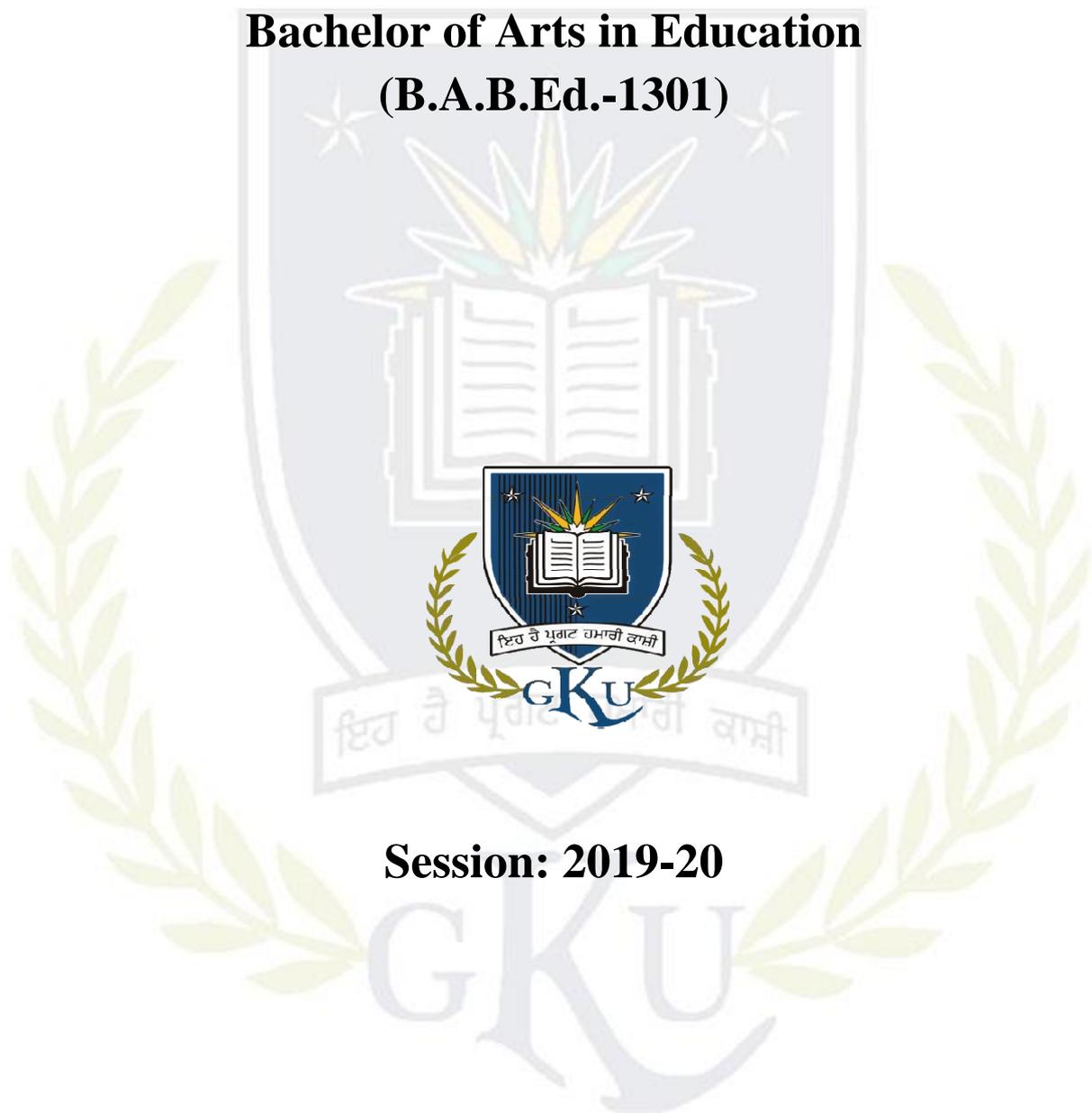


Program Syllabus Booklet

**Bachelor of Arts in Education
(B.A.B.Ed.-1301)**



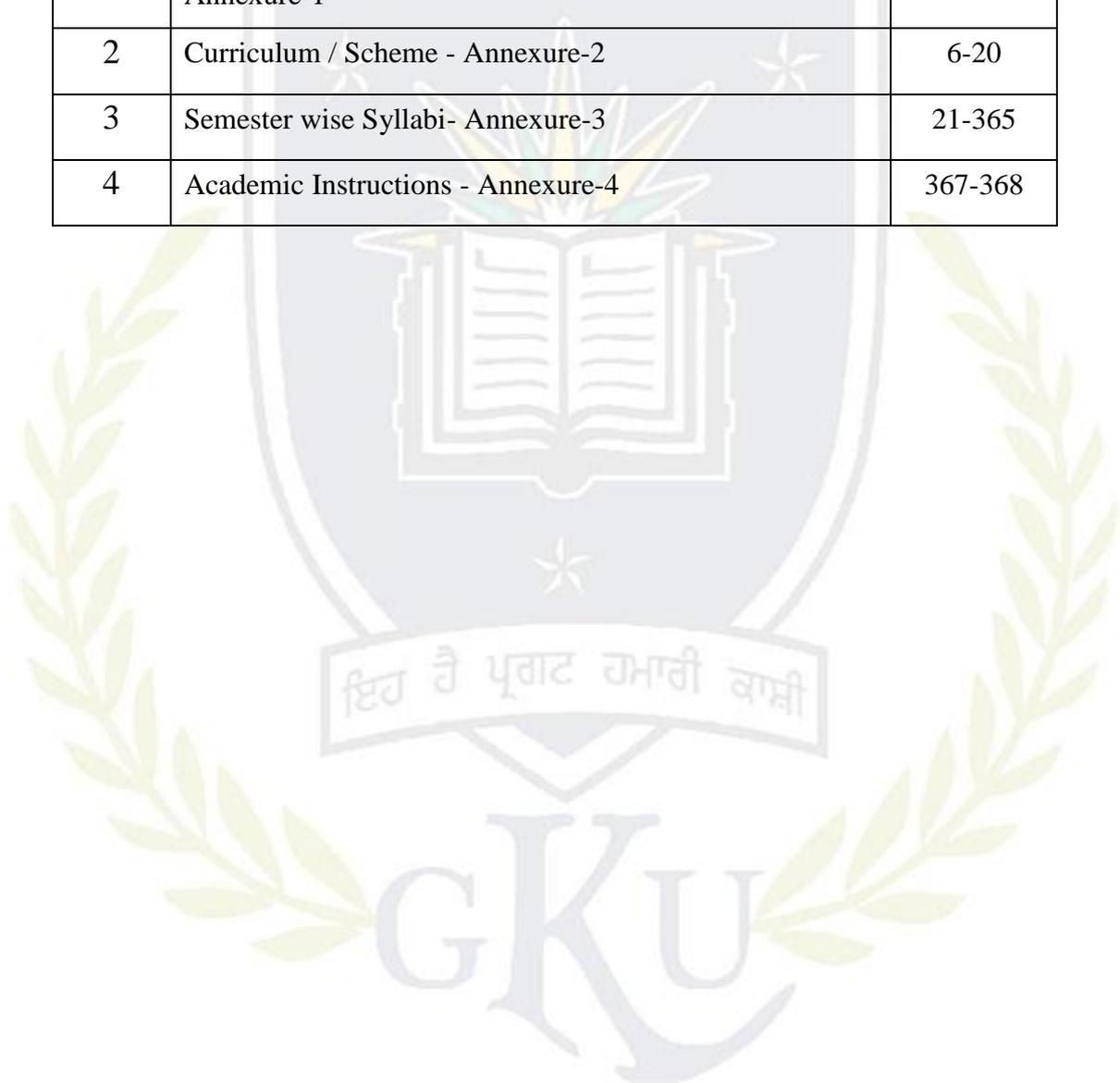
Session: 2019-20

**University College of Education
GuruKashiUniversity, Talwandi Sabo**



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INTRODUCTION OF THE PROGRAMME

The B.A.-B.Ed. Programme is a professional Programme that offer variety of subjects in the field of Arts and Education aiming at producing competent teachers at upper primary or secondary level. This is an integrated four years Programme. During these four years, students complete their graduation in Arts along with their graduation in Education as well. It provides training in methodology along with instructions in various content areas. The programme is designed according to UGC and NCTE guidelines to prepare qualitative future teachers for nation-building.





Program: Bachelor of Arts in Education

Program Code: 1301

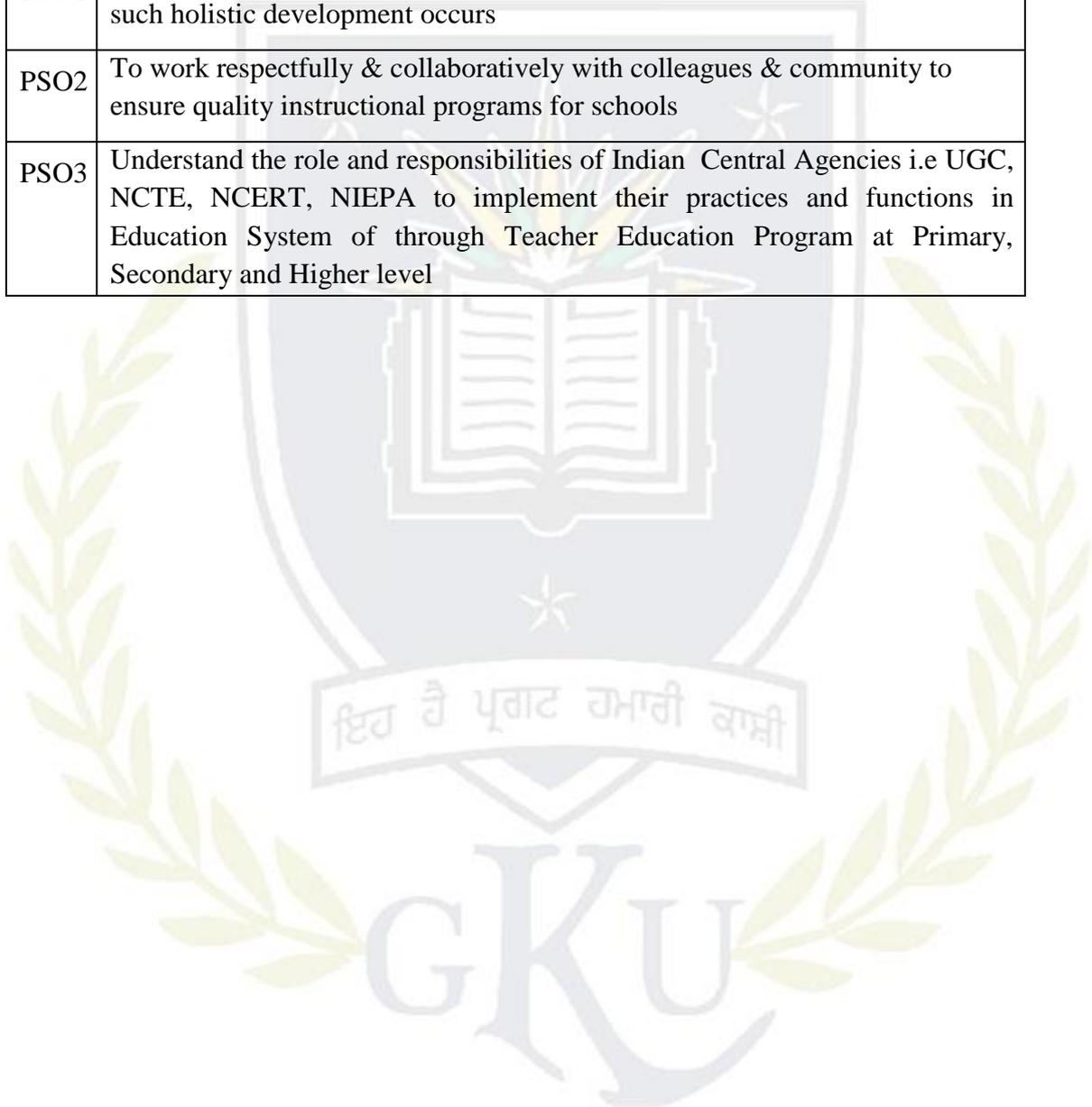
Program Outcomes (PO): The POs for the Bachelor of Arts in Education are as follows:

PO	Statements
PO1	Teacher Education knowledge: Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
PO2	Problem analysis: Identify, formulate, review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
PO3	Design/development of solutions: Design solutions for complex teacher education problems and solutions that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern techniques, approaches and IT tools including prediction and modeling to complex teacher education activities with an understanding of the limitations.
PO5	The Teacher and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the teacher education practice.
PO6	Environment and sustainability: Understand the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO7	Ethics: Apply ethical principles and commit to professional ethics, responsibilities and norms of the teacher education.
PO8	Communication: Communicate effectively through developing 21 st century skills to accept the present challenges in the field of education and employment.
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



**The Program Specific Outcomes (PSOs) for the program Bachelor of Arts in
Education are as follows:**

PSO	Program Specific Outcome (PSO)
PSO1	To enable to comprehend the holistic development and the context in which such holistic development occurs
PSO2	To work respectfully & collaboratively with colleagues & community to ensure quality instructional programs for schools
PSO3	Understand the role and responsibilities of Indian Central Agencies i.e UGC, NCTE, NCERT, NIEPA to implement their practices and functions in Education System of through Teacher Education Program at Primary, Secondary and Higher level





Semester: 1st

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402102	Childhood Growing Up	T	3	0	0	3	30	70	100
2	A402205	Enriching Learning Through ICT	T	2	0	0	2	15	35	50
3		Elective-I	T	5	0	0	5	30	70	100
4	1301102	English-I	T	5	0	0	5	30	70	100
5		*Elective-II/I	T	5	0	0	5	30	70	100
6		*Elective-II /II	T	5	0	0	5	30	70	100
7		*Elective-II /III	T	5	0	0	5	30	70	100
Total No. of Credits				30						

Elective-I		
Sr. No	Subject Code	Subject Name
1	1301101	Punjabi-I
2	1301110	Punjab History & Culture-I

Elective-II/I , Elective- II/II &Elective- II/III (Any Three by selecting not more then one serial from a group)		
Group 1		
1	1301107	English Literature-I
2	1301108	Punjabi Literature -I
3	1301109	Hindi Literature -I
Group 2		
4	1301111	History-I
5		Mathematics-I (Algebra,Calculus,Geometry)
Group 3		
6	1301113	Political Science-I
Group 4		
7	1301124	Fundamentals of Computer
8	1301105	Music (Vocal)-I
	1301106	Music (Vocal)-I (Practical)
Group 5		
9	1301119	Home Science-I
	1301120	Home Science-I (Practical)
10	1301103	Physical Education-I
	1301104	Physical Education-I (practical)
Group 6		
11	1301114	Economics-I



Group 7		
12	1301115	Sociology-I
Group 8		
13	1301121	Fashion Designing-I
	1301122	Fashion Designing-I (Practical)
14	1301123	Religious Studies-I

***If Elective Subject selected is Physical Education then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301103	Physical Education-I	T	3	0	0	3	30	70	100
2	1301104	Physical Education-I(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301105	Music (Vocal)-I	T	3	0	0	3	30	70	100
2	1301106	Music (Vocal)-I(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Fashion Designing then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301121	Fashion Designing-I	T	3	0	0	3	30	70	100
2	1301122	Fashion Designing-I (Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Home Science then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301119	Home Science-I	T	3	0	0	3	30	70	100
2	1301120	Home Science-I (Practical)	P	0	0	4	2	40	60	100

#If Subject selected is Mathematics-I then following:

Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301116	Algebra	T	3	0	0	3	30	70	100
2	1301117	Calculus	T	3	0	0	3	30	70	100
3	1301118	Geometry	T	3	0	0	3	30	70	100



Note: a) English Literature is not compulsory for those candidates who take the subject of Functional English.
b) Candidate can take maximum two elective subjects having practicals.

Semester: 2nd

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402101	Contemporary India & Education	T	2	0	0	2	30	70	100
2	402104	Understanding Disciplines and Subjects	T	3	0	0	3	15	35	50
3		Elective-III	T	5	0	0	5	30	70	100
4	1301202	English-II	T	5	0	0	5	30	70	100
5		*Elective-IV/I	T	5	0	0	5	30	70	100
6		*Elective-IV /II	T	5	0	0	5	30	70	100
7		*Elective-IV /III	T	5	0	0	5	30	70	100
Total No. of Credits							30			

Elective-I		
Sr.No	Subject Code	Subject Name
1	1301201	Punjabi-II
2	1301210	Punjab History & Culture-II

Elective-IV/I , Elective- IV/II & Elective- IV/III (Any Three by selecting not more then one serial from a group)

Group 1

1	1301207	English Literature -II
2	1301208	Punjabi Literature -II
3	1301209	Hindi Literature -II

Group 2

4	1301211	History-II
5		Mathematics-II (Differential Equations, Modern Algebra, Probability and Statistics)

Group 3

6	1301213	Political Science-II
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Group 4

7	1301224	Business Communication
8	1301205	Music (Vocal)-II
	1301206	Music (Vocal)-II (Practical)

Group 5

9	1301219	Home Science-II
	1301220	Home Science-II (Practical)
10	1301203	Physical Education-II
	1301204	Physical Education-II (Practical)

Group 6

11	1301214	Economics-II
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Group 7			
12	1301215	Sociology-II	
Group 8			
13	1301221	Fashion Designing-II	
	1301222	Fashion Designing-II (Practical)	
14	1301223	Religious Studies-II	

*If Elective Subject selected is Physical Education then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301203	Physical Education-II	T	3	0	0	3	30	70	100
2	1301204	Physical Education-II(Practical)	P	0	0	4	2	40	60	100

*If Elective Subject selected is Music then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301205	Music (Vocal)-II	T	3	0	0	3	30	70	100
2	1301206	Music (Vocal)-II(Practical)	P	0	0	4	2	40	60	100

*If Elective Subject selected is Fashion Designing then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301221	Fashion Designing-II	T	3	0	0	3	30	70	100
2	1301222	Fashion Designing-II (Practical)	P	0	0	4	2	40	60	100

*If Elective Subject selected is Home Science then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301219	Home Science-II	T	3	0	0	3	30	70	100
2	1301220	Home Science-II (Practical)	P	0	0	4	2	40	60	100

Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301216	Differential Equations	T	3	0	0	3	70	30	100
2	1301217	Modern Algebra	T	3	0	0	3	70	30	100



3	1301218	Probability and Statistics	T	3	0	0	3	70	30	100
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Semester: 3rd

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	402105	Language Across the Curriculum	T	3	0	0	3	15	35	50	
2	402201	Learning & Teaching	T	2	0	0	2	30	70	100	
3		Elective-V	T	5	0	0	5	30	70	100	
4	1301302	English-III	T	5	0	0	5	30	70	100	
5		*Elective-VI /I	T	5	0	0	5	30	70	100	
6		*Elective-VI /II	T	5	0	0	5	30	70	100	
7		*Elective-VI /III	T	5	0	0	5	30	70	100	
Total No. of Credits							30				

Elective-V		
Sr. No	Subject Code	Subject Name
1	1301301	Punjabi-III
2	1301310	Punjab History & Culture-III

Elective-VI/I , Elective- VI/II &Elective- VI/III (Any Three by selecting not more then one serial from a group)

Group 1

1	1301307	English Literature -III
2	1301308	Punjabi Literature -III
3	1301309	Hindi Literature -III

Group 2

4	1301311	History-III
5		Mathematics-III (Advanced Calculus,Analysis-I,Mechanics-I (Statics))

Group 3

6	1301313	Political Science-III
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Group 4

7	1301324	System Analysis & Design
8	1301305	Music (Vocal)-III
	1301306	Music (Vocal)-III(Practical)

Group 5

9	1301319	Home Science-III
	1301320	Home Science-III (Practical)
10	1301303	Physical Education-III
	1301304	Physical Education-III(Practical)

Group 6

11	1301314	Economics-III
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Group 7



12	1301315	Sociology-III
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Group 8		
13	1301321	Fashion Designing-III
	1301322	Fashion Designing-III (Practical)
14	1301323	Religious Studies-III

*If Elective Subject selected is Physical Education then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301303	Physical Education-III	T	3	0	0	3	30	70	100
2	1301304	Physical Education-III(Practical)	P	0	0	4	2	40	60	100

*If Elective Subject selected is Music then following										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301305	Music (Vocal)-III	T	3	0	0	3	30	70	100
2	1301306	Music (Vocal)-III(Practical)	P	0	0	4	2	40	60	100

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301321	Fashion Designing-III	T	3	0	0	3	30	70	100
2	1301322	Fashion Designing-III (Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Home Science then following:**

*If Elective Subject selected is Home Science then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301319	Home Science-III	T	3	0	0	3	30	70	100
2	1301320	Home Science-III (Practical)	P	0	0	4	2	40	60	100

#If Subject selected is Mathematics-III then following:										
Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				



1	1301316	Advanced Calculus	T	3	0	0	3	30	70	100
2	1301317	Analysis-I	T	3	0	0	3	30	70	100
3	1301318	Mechanics-I (Statics)	T	3	0	0	3	30	70	100

Semester: 4th

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				Marks
1	402202	Assessment for Learning	T	3	0	0	3	30	70	100
2	402204	School Management	T	2	0	0	2	15	35	50
3		Elective-VII	T	5	0	0	5	30	70	100
4	1301402	English-IV	T	5	0	0	5	30	70	100
5		*Elective-VIII/I	T	5	0	0	5	30	70	100
6		*Elective-VIII /II					5	30	70	100
7		*Elective-VIII /III	T	5	0	0	5	30	70	100
Total No. of Credits				30						

Elective-VII		
Sr. No	Subject Code	Subject Name
1	1301401	Punjabi-IV
2	1301410	Punjab History & Culture-IV
Elective-VIII/I , Elective- VIII/II &Elective- VIII/III (Any Three by selecting not more then one serial from a group)		
Group 1		
1	1301407	English Literature -IV
2	1301408	Punjabi Literature -IV
3	1301409	Hindi Literature -IV
Group 2		
4	1301411	History-IV
5		Mathematics-IV (Linear Algebra,Analysis-II,Mechanics-II (Dynamics))
Group 3		
6	1301413	Political Science-IV
Group 4		
7	1301424	Management Information Systems
8	1301405	Music (Vocal)-IV
	1301406	Music (Vocal)-IV (Practical)
Group 5		
9	1301419	Home Science-IV
	1301420	Home Science-IV (Practical)
10	1301403	Physical Education-IV
	1301404	Physical Education-IV (Practical)



Group 6

11	1301414	Economics-IV
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Group 7

12	1301415	Sociology-IV
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Group 8

13	1301421	Fashion Designing-IV
	1301422	Fashion Designing-IV (Practical)
14	1301423	Religious Studies-IV

***If Elective Subject selected is Physical Education then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301403	Physical Education-IV	T	3	0	0	3	30	70	100
2	1301404	Physical Education-IV(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301405	Music (Vocal)-IV	T	3	0	0	3	30	70	100
2	1301406	Music (Vocal)-IV(Practical)	P	0	0	4	2	40	60	100

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301421	Fashion Designing-IV	T	3	0	0	3	30	70	100
2	1301422	Fashion Designing-IV (Practical)	P	0	0	4	2	40	60	100

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301419	Home Science-IV	T	3	0	0	3	30	70	100
2	1301420	Home Science-IV (Practical)	P	0	0	4	2	40	60	100

#If Subject selected is Mathematics-IV then following:

Sr. No.	Subject Code	Subject Name	Type of Subject	(Hours Per Week)	No. of	Internal	External	Total Mark
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			T/P	L	T	P	Credits	Marks	Marks	Marks
1	1301416	Linear Algebra	T	3	0	0	3	30	70	100
2	1301417	Analysis-II	T	3	0	0	3	30	70	100
3	1301418	Mechanics-II (Dynamics)	T	3	0	0	3	30	70	100

Semester: 5th

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1		Elective-IX	T	5	0	0	5	30	70	100	
2	1301502	English-V	T	5	0	0	5	30	70	100	
3		Elective-I/I (Part-I)	T	2	0	0	2	15	35	50	
4		Elective-I/II (Part-I)	T	2	0	0	2	15	35	50	
5		*Elective-X /I	T	5	0	0	5	30	70	100	
6		*Elective-X /II	T	5	0	0	5	30	70	100	
7		*Elective-X /III	T	5	0	0	5	30	70	100	
8	1301516	Internship Phase (4 weeks)	P	NA	NA	NA	1	100	NA	100	
Total No. of Credits							30				

List of Part-I Electives

Elective-I/I and Elective-I/II (Any Two by Selecting following)

Sr. No.	Subject Code	Subject Name
1	402106	Teaching of English
2	402107	Teaching of Punjabi
3	402108	Teaching of Hindi
4	402109	Teaching of Social Studies
5	402110	Teaching of Economics
6	402111	Teaching of History
7	402112	Teaching of Geography
8	402113	Teaching of Political Science
9	402114	Teaching of Commerce
10	402115	Teaching of Mathematics
11	402116	Teaching of Science
12	402117	Teaching of Home Science
13	402118	Teaching of Physical Education
14	402119	Teaching of Fine Arts
15	402120	Teaching of Computer Science
16	402121	Teaching of Agriculture
17	402122	Teaching of Music
18	402123	Teaching of Life Science
19	402124	Teaching of Sociology



20	402125	Teaching of Public Administration
21	402126	Teaching of Physical Science

Elective-IX		
Sr. No	Subject Code	Subject Name
1		Punjabi-V
2	1301510	Punjab History & Culture-V

Elective-X/I , Elective- X/II & Elective- X/III (Any Three by selecting not more then one serial from a group)		
Group 1/Literature		
1	1301507	English Literature -V
2	1301508	Punjabi Literature -V
3	1301509	Hindi Literature -V
Group 2		
4	1301511	History-V
5		Mathematics-V (Numerical Methods,Co-ordinate Geometry,Number Theory-I)
Group 3		
6	1301513	Political Science-V
Group 4		
7	1301524	Computer Networks
8	1301505	Music (Vocal)-V
	1301506	Music (Vocal)-V(Practical)
Group5		
9	1301519	Home Science-V
	1301520	Home Science-V (Practical)
10	1301503	Physical Education-V
	1301504	Physical Education-V(Practical)
Group 6		
11	1301514	Economics-V
Group 7		
12	A1301515	Sociology-V
Group 8		
13	1301521	Fashion Designing-V
	1301522	Fashion Designing-V (Practical)
14	1301523	Religious Studies-V

*If Elective Subject selected is Physical Education then following:										
Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				



1	1301503	Physical Education-V	T	3	0	0	3	30	70	100
2	1301504	Physical Education-V(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301505	Music (Vocal)-V	T	3	0	0	3	30	70	100
2	1301506	Music (Vocal)-V(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Fashion Designing then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301521	Fashion Designing-V	T	3	0	0	3	30	70	100
2	1301522	Fashion Designing-V (Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Home Science then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301519	Home Science-V	T	3	0	0	3	30	70	100
2	1301520	Home Science-V (Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Mathematics V then following:**

Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301516	Numerical Methods	T	3	0	0	3	30	70	100
2	1301517	Co-ordinate Geometry	T	3	0	0	3	30	70	100
3	1301518	Number Theory-I	T	3	0	0	3	30	70	100

Semester: 6th

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1		Elective-XI	T	5	0	0	5	30	70	100
2	1301602	English-VI	T	5	0	0	5	30	70	100
3		Elective-II/I (Part-II)	T	2	0	0	2	15	35	50
4		Elective-II/II (Part-II)	T	2	0	0	2	15	35	50



5		*Elective-XII/I	T	5	0	0	5	30	70	100
6		*Elective-XII /II	T	5	0	0	5	30	70	100
7		*Elective-XII /III	T	5	0	0	5	30	70	100
Total No. of Credits							29			

List of Part-II Electives

Elective-II/I and Elective-II/II (Any Two by Selecting following)

Sr.	Subject Code	Subject Name
1	402206	Teaching of English
2	402207	Teaching of Punjabi
3	402208	Teaching of Hindi
4	402209	Teaching of Social Studies
5	402210	Teaching of Economics
6	402211	Teaching of History
7	402212	Teaching of Geography
8	402213	Teaching of Political Science
9	402214	Teaching of Commerce
10	402215	Teaching of Mathematics
11	402216	Teaching of Science
12	402217	Teaching of Home Science
13	402218	Teaching of Physical Education
14	402219	Teaching of Fine Arts
15	402220	Teaching of Computer Science
16	402221	Teaching of Agriculture
17	402222	Teaching of Music
18	402223	Teaching of Life Science
19	402224	Teaching of Sociology
20	402225	Teaching of Public Administration
21	402226	Teaching of Physical Science

Elective-XI

Sr. No	Subject Code	Subject Name
1		Punjabi-VI
2	1301610	Punjab History & Culture-VI

Elective-XII/I , Elective- XII/II &Elective- XII/III (Any Three by selecting not more then one serial from a group)

Group 1/Literature

1	1301607	English Literature - VI
2	1301608	Punjabi Literature -VI
3	1301609	Hindi Literature - VI



Group 2

4	1301611	History-VI
5		Mathematics-VI (Metric Space,Complex Analysis,Operation Research and Linear Programming)

Group 3

6	1301613	Political Science-VI
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Group 4

7	1301624	Computer Graphics
8	1301605	Music (Vocal)-VI
	1301606	Music (Vocal)-VI (Practical)

Group 5

9	1301619	Home Science-VI
	1301620	Home Science-VI (Practical)
10	1301603	Physical Education-VI
	1301604	Physical Education-VI (Practical)

Group 6

11	1301614	Economics-VI
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Group 7

12	A1301615	Sociology-VI
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Group 8

13	1301621	Fashion Designing-VI
	1301622	Fashion Designing-VI (Practical)
14	1301623	Religious Studies-VI

***If Elective Subject selected is Physical Education then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301603	Physical Education-VI	T	3	0	0	3	30	70	100
2	1301604	Physical Education-VI(Practical)	P	0	0	4	2	40	60	100

***If Elective Subject selected is Music then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301605	Music (Vocal)-VI	T	3	0	0	3	30	70	100
2	1301606	Music (Vocal)-VI(Practical)	P	0	0	4	2	40	60	100



***If Elective Subject selected is Home Science then following:**

Sr.	Subject Code	Elective Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301619	Home Science-VI	T	3	0	0	3	30	70	100
2	1301620	Home Science-VI (Practical)	P	0	0	4	2	40	60	100

#If Subject selected is Mathematics-VI then following:

Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	1301616	Metric Space	T	3	0	0	3	30	70	100
2	1301617	Complex Analysis	T	3	0	0	3	30	70	100
3	1301618	Operation Research and Linear Programming	T	3	0	0	3	30	70	100

Semester: 7th

Semester: 7th										
Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402301	School Internship (16 weeks)	P	NA	NA	NA	12	100	150	250
2	402302	Engagement with Community (Experiences for Social and Environmental Sensitivity) (4 weeks)	P	NA	NA	NA	3	50	NA	50
Total No. of Credits				15						



Semester: 8th

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402103	Drama & Art in Education	T	3	0	0	3	15	35	50
2	402203	Sociological Perspective in Education	T	3	0	0	3	30	70	100
3	402402	Gender, School and Society	T	3	0	0	3	15	35	50
4	402403	Vocational & Work Education	T	3	0	0	3	15	35	50
5	402404	Creating Inclusive School	T	3	0	0	3	15	35	50
6	402405	Reading and Reflecting on Texts	T	3	0	0	3	15	35	50
7	402407	Guidance and Counseling	T	3	0	0	3	30	70	100
8		Elective-XV	T	3	0	0	3	30	70	100
9	1301801	Sports & Yoga	P	0	0	4	2	25	NA	25
10	1301802	Sessional Work	P	0	0	4	2	25	NA	25
Total No. of Credits				28						

Elective-XV (Select any one of following)		
Sr.	Subject Code	Subject Name
1	402401	Knowledge & Curriculum
2	402408	Environmental Education
3	402409	Health and Physical Education





Course Name: Childhood Growing up

Course Code: 402102

Semester: 1st

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand theoretical perspectives and stages of human development
CO2	Develop an insight of growth and development, learning and uniqueness of the growing child in diverse socio-cultural contexts
CO3	Enhance the understanding of different methods and technique for the assessment of personality, intelligence and creativity of child
CO4	Demonstrate social and emotional adjustment skills
CO5	Apply the knowledge and understanding of individual differences

Course Content

Section-A

1. Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.
3. Individual differences in growth and development

Section-B

1. Relevance & Applicability of Various Theories of Development: Erickson (Psycho-Social), Piaget (Cognitive), Kohlberg (Moral Development) & Vygotsky (Socio-Cultural Theory)
2. Role of Home, School and Society in cognitive, affective and conative development.

Section-C

1. Intelligence:- Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence
2. Personality :- Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Section-D

1. Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving Group discussion, play way, Quiz etc.



3. Concept and Dimensions of Well Being and Factors affecting WellBeing

Sessional work

Administration, scoring and interpretation of the following

1. Intelligence test (individual /grouptest)
2. Personalitytest
3. Creativity Test(VERBAL /NON VERBAL TEST OF CREATIVE THINKLING Part-II
4. Observation of Learner's behavior having diverse socio-economic & Cultural background (During play and community activities etc.) and submission ofreport.

SUGGESTED READINGS:

- Johnson & Medinnus: *Child Psychology –Behaviour &Development*. Wiley InternationalEditor.
- Thompson, G. G. (1962). *Child psychology: Growth trends in psychological adjustment*, The Times of India PressBombay.
- Aggarwal, J.C. *ChildDevelopment&TheProcessofLearning* , Shipra Publication VikasMargShakarpur, Delhi
- Tharpe, L.P. *Child.Psychology&Development*, The Ronald Press Company, NewYork
- Grover, S. *Child Development* , Kiran Gupta Printwell Publication, Tilak Nagar Jaipur
- Tandon, R. K.*Child Psychology*, APH Publishing Corporation Darya Ganj , New Delhi
- Siddiqui, M. H. *Early Childhood Education*. APH Publishing Corporation Darya Ganj , New Delhi
- Reddy, S.N &Reddy, G.N. *Managing Childhood Problems*. RjfKanishka Publication Distribution NewDelhi
- Jerrsild, A.T, Telford, Charlesw & Sawrey, J.M. *Child Psychology*. Prentice- Hall of India, Private Limited NewDelhi
- Sharma, R. N.*Child Psychology*. Atlantic Publication & distributors , Rajouri Garden NewDelhi
- Hurlock, E. B. (1978). *Child growth and development*. Tata McGraw-Hill Education.
- Hurlock, E. B. (2006). *Developmental Psychology-A life Span Approach*.Tata Mc. Graw Hill Publishing Company NewYork
- Meece, J. L., & Eccles, J. S. (Eds.). (2010). *Handbook of research on schools, schooling and human development*.
- Santrock .J.W. (2006).*ChildDevelopment*. Tata Mc. Graw Hill Publishing Company, NewYork.
- Santrock.J.W. (2007).*Adolescence*. Tata Mc. Graw Hill Publishing Company, New York.
- Burt, c. (1968).*The Genetic Determination Of Intelligence* Bulletin of British Psychological Society21,11_18
- Garbarino, J. (1982). *Chidren and Families in the social Environment*. Aldine de Gruyter:New York
- TERMAN, LEWIS M., and MERRILL MAUD A “the Stanford- Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc., 1943 Ch.10



- Adler,A. (1927).*Understanding Human Nature*. London:George Allen&Unvin
- Clark H.H& Clark E.V. (1977).*Psychological And Language:An Introduction to Psycholinguistics*. NewYork
- Kail and Pellegrino J w.(1985).*Human Intelligence Perspectiveand Prospects*.NewYork:Freeman
- Campbell (1980).*The Sense of Well Being in Americans*. New York .MC. GrawHill
- Obert, S.F. (2009).*Understanding Psychology*. Tata Mc. GrawHill
- Dweck, C. (2006).*Mindset: The New Psychology of Success* Random House and L LC.
- Sharma, N. (2003).*Understanding Adolescence*. N B TIndia.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO 1	1	2	2	2	1	3	2	2	1	1	3	2	1
CO 2	1	2	3	2	1	2	1	3	2	2	2	1	1
CO 3	2	2	1	1	2	2	2	1	3	2	2	1	2
CO 4	1	2	2	1	1	2	2	1	2	1	2	2	2
CO 5	2	2	1	2	3	1	1	1	2	1	1	3	3
Average	1.4	2	1.8	1.6	1.6	2	1.6	1.6	2	1.4	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Enriching Learning through ICT

Course Code: A402205

Semester-1st

Credits:-2

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Interpret & adapt ICT in accordance to educational aims & principles.
CO2	Well acquainted themselves with the computer system and its accessories.
CO3	Use MS-Office (MS- Word, PowerPoint & spreadsheet) in computer Skillfully.
CO4	Integrate technology in classroom setting for teaching&learning.
CO5	Develop skills of using computer.

Course Content

Section-A

1. ICT: concept, characteristics and importance, Role of information technology in teaching-learning process, Challenges of integrating ICT in school education.

Section-B

1. Computer fundamentals: meaning, components and types of computers, functions of an operating system and application software.

Section-C

1. Computer applications in learning: concept, features and advantages of MS- Word, Excel and Power point.

Section-D

1. Hardware technologies and their applications: over head projector, DLP projector, Audio-video recording instruments and CCTV.
2. New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning

Activities (Any one of the following)

- (i) Prepare your CV using computer and get its print out.
- (ii) Use an interactive white board and write a report.
- (iii) Prepare a power point presentation for secondary school students

Activities (Any one of the following)

Prepare your CV using computer and get its print out. (ii) Use an interactive white board and write a report. (iii) Prepare a power point presentation for secondary school students.

SUGGESTED READINGS:

- Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.

- Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
- Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota PublishersLtd.
- Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt.Ltd.
- Mehra, V. (2004). *Educational Technology*. New Delhi: S.S.Publishers.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall BookDepot.

The mapping of PO/PSO/CO attainment is as follows-

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	2	2	1	2	1	2	2	1	1	1	1	2
CO 2	1	1	2	2	2	2	1	2	1	2	1	2	2
CO 3	1	2	1	2	1	2	1	1	1	1	1	1	2
CO 4	1	1	2	1	2	2	2	2	2	2	2	2	1
CO 5	2	1	2	2	1	2	2	2	2	1	1	2	1
Average	1.4	1.4	1.8	1.6	1.6	1.8	1.6	1.8	1.4	1.4	1.2	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Punjabi -I

Course Code: 1301101

Semester: 1st

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਵਿਦਿਆਰਥੀ ਵਿਆਕਰਨ ਬਾਰੇ ਡੂੰਘਾ ਅਧਿਐਨ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਨਿੱਜੀ ਚਿੱਠੀ ਪੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO3	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO4	ਇਕਾਂਗੀ ਦੇ ਮਹੱਤਵ ਪੂਰਨ ਤੱਤਾਂ ਬਾਰੇ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਨਿੱਬਧ ਰਚਨਾ ਲਿਖਣ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

- ਇਕਾਂਗੀ ਯਾਤਰਾ, ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘਵੀਰ ਸਿੰਘ (ਸੰਪਾਦਕ); ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਪਹਿਲੇ ਭਾਗ ਵਿਚ ਸਾਰ ਅਤੇ ਵਿਸ਼ਾ ਵਸਤੂ ਨਾਲ ਸਬੰਧਿਤ ਦਸ ਅੰਕਾਂ ਦੇ ਕੋਈ ਦੋ ਸਵਾਲ ਪੁੱਛੇ ਜਾਣਗੇ ਵਿਦਿਆਰਥੀ ਨੇ ਇਕ ਕਰਨਾ ਹੋਵੇਗਾ।
- ਦੂਜੇ ਭਾਗ ਵਿੱਚ ਪਾਤਰ ਚਿਤਰਨ ਅਤੇ ਪਾਤਰ ਉਸਾਰੀ ਨਾਲ ਸਬੰਧਿਤ ਦਸ ਅੰਕ ਦੇ ਦੋ ਸਵਾਲ ਪੁੱਛੇ ਜਾਣਗੇ ਵਿਦਿਆਰਥੀ ਨੇ ਕੋਈ ਇਕ ਕਰਨਾ ਹੋਵੇਗਾ।

ਭਾਗ-ਅ

1. ਨਿੱਜੀ ਚਿੱਠੀ ਪੱਤਰ। 5 ਅੰਕ
2. ਇਸਤਿਹਾਰ ਲੇਖਣ ਅਤੇ ਸੱਦਾ ਪੱਤਰ ਲੇਖਣ। 5 ਅੰਕ
3. ਸੰਖੇਪ ਨਿਬੰਧ ਰਚਨਾ (250-300 ਸ਼ਬਦਾਂ ਵਿਚ)। 10 ਅੰਕ

ਭਾਗ-ੲ

1. ਉਪ ਭਾਸ਼ਾਵਾਂ ਦੀ ਜਾਣ-ਪਛਾਣ। 5 ਅੰਕ
2. ਵਿਆਕਰਣ: ਮਹੱਤਤਾ ਅਤੇ ਬੁਨਿਆਦੀ ਤੱਤ। 5 ਅੰਕ

ਪੁਸਤਕਸੂਚੀ:

- ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਅਤੇ ਡਾ. ਰਘਵੀਰ ਸਿੰਘ (ਸੰਪਾਦਕ); ਇਕਾਂਗੀ ਯਾਤਰਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ



ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਹਿਲਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।

- ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ। ਮਿਤੀਗੀਣ
- ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	2	3	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	3
CO4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	3	3	2
Average	1.4	1.6	1.8	1.4	1.8	2	1.6	2.2	2	1.6	2.4	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: English-I

Course Code: 1301102

Semester-1st

Credits:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate working knowledge of literary genre
CO2	Identify the distinct literary characteristics
CO3	Analyze short stories for their structure, meanings, using correct terminology
CO4	Gain knowledge of grammar rules.
CO5	Apply the sound principles of writing compositions

Course Content

Section-A

1. Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:

- The Kabuliwallah : Rabindranath Tagore
- The Eyes Are Not Here: Ruskin Bond
- The Death of A Hero: Jai Nimbkar
- Grief: Anton Chekov



- Uncle Podger Hangs A Picture: Jerome K.Jero

Section -B

1. The Poetic Palette (Orient Blackswan,2013)

The following poems from this anthology are prescribed:

- Pippa's Song: Robert Browning
- Apparently With No Surprise: Emily Dickinson
- The Tyger: William Blake
- What Do Animals Dream: Yahia Lababidi
- Magic Of Love: Helen Farries
- The Charge of the Light Brigade: Lord Tennyson

Section -C

1. Texts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 1 to 43)

Section -D

1. Writing skills

- Letters
- Applications
- Essays

SUGGESTED READINGS:

- Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.
- Best, W. D. (1963). *The Students' Companion*. Longman.
- Ray, M. K. (Ed.). (2004). *Studies on Rabindranath Tagore* (Vol. 1). Atlantic Publishers & Distri.
- Tagore, R. (2005). Rabindranath Tagore.
- Blake, W., & Agbabi, P. (2004). *The tyger* (p. 94). ProQuest LLC.
- Blake, W. (2008). *The complete poetry and prose of William Blake*. Univ of California Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	3	2	1	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	1
CO4	1	1	2	2	1	2	2	3	2	1	2	2	1
CO5	1	2	2	2	3	3	1	1	2	1	3	3	3
Average	1.4	1.6	1.8	1.4	1.8	2	1.6	2.2	2	1.6	2.4	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation



and “-” indicates there is no correlation

Name: Physical Education – I

Course Code: 1301103

Semester: 1st

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Elaborate the objective and relationship of education & physical education
CO2	Understand need and importance of rest, relaxation and sleep.
CO3	Organize and manage Indian national games.
CO4	Critically assess the contribution of Indian Council of Sports National Discipline Scheme, Raj Kumari, Amrit Kaur, and coaching scheme.
CO5	Develop skills and understanding towards physical fitness

Course Content

- Physical Education:-** Meaning, aims, objectives, Scope importance and misconceptions of Physical Education.
- Explanation of terms in Physical Education:-** Recreation, Physical culture coaching, Physical training, Dance
- Education: -** Meaning, objective and relationship with Physical Education.
- Health Education: -** Meaning, scope, Objectives, Principles, importance and factor influence health.
- Healthful school environment:-** importance of school site, building, water supply, sanitation, light, ventilation, furniture and playground in healthful school living
- Personal Hygiene: -** Meaning, need and importance of rest, relaxation and sleep.
- Post- Independence history of Physical Education in India: -** National Sports day, NSNIS, SAI Punjab sports department, sports organization in India (Association and Federation) IOA, IOC and YMCA.
- Indian National Games: -** Organization, management & salient features.
- Sports Award: -** Arjun Award, Dronacharya Award, Rajiv Gandhi Khel Ratna Award, Dhyan Chand, Maulana abul Kalam Azad Award.
- Sports Board of Councils :-** The contribution of Indian council of sports, Central advisory board in physical education, National fitness crops, National discipline scheme, Rajkumari Amrit Kaur Coaching Scheme.
- Asian Games, Commonwealth & SAF Games: -** Organization, management & salient features.
- Olympic Games: -** Organization, administration and ceremonies of Ancient and Modern Olympic Games.

SUGGESTED READING:



- Kang, G.S. *Health, Physical Education & Sports*,
- Deol, N.S. *General Science by S.Chanel*
- Kamlesh, M. L. & Sangral M. S. (1977). *Principles and History of Physical Education*.
- Khosla, V.K., Khosla, K. & Rattan, R.S. *Environmental Studies*.
- Sobti, S. & Singh, S. *Environmental Education*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	1
CO5	1	1	2	2	3	1	1	1	2	1	3	3	3
Average	1.4	1.4	1.8	1.4	1.6	2	1.6	2.2	2	1.4	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Physical Education – I (Practical)

Course Code: 1301104

Semester: 1st

Credits:-2

L T P
0 0 4

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Learn the Skill of throwing, running, kicking and striking balls.
CO2	Construct the Skill of shot put
CO3	Show team spirit.
CO4	Develop leadership skills.
CO5	Demonstrate the physical and mental fitness

Course Content

Short Distance Running/Sprints 8M (Any One Race)
 Long Jump 8M (Any One Style)
 Shotput 8M (Any One Style)
 Kabaddi, Badminton, Football 16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce. Contents to be covered during the practical sessions:



1. Measurement of the field and preparation of the field
2. Equipments and Materials of the game/Event.
3. Fundamental skill and lead up game.
4. Techniques.
5. Rules and Regulations of the game/Event.
6. Officiating:
7. Duties of officials
8. Knowledge of scoresheet
9. Signals of officiating
10. Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	2
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	1	1	2	1	3	3	3
Average	1.4	1.6	1.6	1.4	1.6	2	1.6	2.2	2	1.4	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Music (Vocal)-I

Course Code: 1301105

Semester: 1st

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Explain the development of music periods.
CO2	Elaborate the musical terms sangeet, saptak, taal, laya.
CO3	Discuss the vedic period and natya shastra period.
CO4	Summarize the various ragas and taals.
CO5	Learn contribution of Guru Nanak Dev ji.

Course Content

Section A

1. Historical development of music in the following periods:
 - a) Vedic period
 - b) Natyashastra period
2. Definition and explanation of the following musical term:



Sangeet, Naad, Swara, Saptak, Taal, Laya.

Section B

1. Importance of Taal and Laya in instrument music.
2. Biographical sketch and contribution towards Indian music of the following:
a) Tansen b) Pandit Vishnu Narayan Bhatknde

Section C

1. Knowledge of the following instruments:
a) Tanpura b) Tabla c) Harmonium
2. Contribution of Sri Guru Nanak Dev ji to Indian music.

Section D

1. Detailed description and notation of the prescribed Ragas (Khayal) and Talas given below: Ragas: Bilawal, Kalyan
Talas: Dadra, Kehrwaa, Teental
2. Elementary knowledge of the following pages:
Alhaiya Bilawal, Shudh kalyan

SUGGESTED READINGS:

- Kaur, D. *Sangeet Roop (Part-I)*
- Sharma, Y. *Sangeet Manual*.
- Sharma, Y. *Gayan Kalan*
- Yaspal & Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO3	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	1	2	3	3	2	3	3	1	2	2	2
CO 2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO 3	2	2	1	1	2	2	2	3	1	2	2	1	3
CO 4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO 5	1	1	1	2	3	2	1	1	2	1	3	3	2
Average	1.4	1.4	1.6	1.4	2	2.2	1.6	2.2	2	1.4	2.2	1.8	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Music (Vocal)-I (Practical)

Course Code: 1301106

Semester: 1st

Credits:-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to

CO	Statement
CO1	Develop the skills of playing musical instruments and singing
CO2	Make use of skills of playing harmonium.
CO3	Apply the skills of singing folk songs
CO4	Perform talas & tan.
CO5	Identify raag and alankar.

Course Content

Performance (Raaag, Alankar, Harmonium, Lokgeet, Talas & Lae)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	-	2	1	-
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	-	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	2	1	2	3	1	1	1	2	1	1	2	1
Average	1.4	1.4	1.2	1.4	1.6	1.6	1.6	2	1.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: English Literature-I

Course Code: 1301107

Semester: Ist

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Gain knowledge of prose and its types.
CO2	Identify and describe distinct literary forms of dramatic literature
CO3	Analyze plays for their structure and meaning using correct terminology
CO4	Learn effective pronunciation through proper understanding of vowels and consonants
CO5	Identify the distinct genres of the tragedies and comedies

Course Content

Paper: An Introduction to the Study of Prose Literature

Section-A

1. What is Literature?
2. Various Genres of Literature
3. Literature and Society
4. Literature in Today's World

Section-B

Terms Pertaining to Prose:

1. Prose
2. The Types of Prose
 - (i) Narrative
 - (ii) Argumentative
 - (iii) Dramatic
 - (iv) Informative
 - (v) Contemplative
3. Satire
4. Allegory
5. Parable
6. Utopia
7. Historical Writing
8. Travelogue
9. Philosophical Writing



10. Essay
11. Biography and Autobiography
12. Irony
13. Atmosphere
14. Euphemism
15. Fable

Language Items

- (a) **To Define**
- Vowel
 - Consonant

(b) **To List**

Section-C

Phonemic Transcription of some given words

Section-D

Prescribed Text

A Selection of English Prose compiled and edited by University of Kashmir, Dept. of English, and Orient Longman 1999.

SUGGESTED READINGS:

- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
- Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
- Forster, E. M. (1985). *Aspects of the Novel* (Vol. 19). Houghton Mifflin Harcourt.
- Oliver, H. J. (1945). Izaak Walton's Prose Style. *The Review of English Studies*, 21(84), 280-288.
- Jones, D. (2006). *English pronouncing dictionary*. Cambridge University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	2	2	1	3	2	2	1	1	1	1	2
CO 2	1	2	1	1	1	2	-	1	2	2	2	1	1
CO 3	2	1	-	1	2	1	2	3	1	2	2	-	1
CO 4	1	1	2	1	1	1	2	3	2	2	2	2	-
CO 5	1	1	2	2	3	2	1	1	2	1	2	1	2
Average	1.4	1.2	1.6	1.4	1.6	1.8	1.6	2	1.6	1.6	1.8	1.2	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation



and “-” indicates there is no correlation

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ-I

Course Code: 1301108

Semester: 1st

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	ਪ੍ਰੇਮੇਹਨਸਿੰਘਦੀਆਂਕਵਿਤਾਵਾਂਬਾਰੇਡੂੰਘਾਅਧਿਐਨਪ੍ਰਾਪਤਕਰਨਗੇ।
CO2	ਪੰਜਾਬੀਸਾਹਿਤਦੇਇਤਿਹਾਸਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਲੈਣਗੇ।
CO3	ਸ਼ਬਦਸ਼ਕਤੀਆਂਬਾਰੇਵਿਸ਼ੇਸ਼ਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
CO4	ਸਾਹਿਤਦੇਤੱਤਾਂਬਾਰੇਵਿਸ਼ਾਲਅਧਿਐਨਹਾਸਿਲਕਰਨਗੇ।
CO5	ਭਗਤੀਸਾਹਿਤਬਾਰੇਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਲੈਣਗੇ।

Course Content

ਭਾਗ-ੳ

1. ਸਾਵੇ ਪੱਤਰ, ਪ੍ਰੋ. ਮੋਹਨਸਿੰਘ।
2. ਪੰਜਾਬੀ ਸਹਿਤ ਦਾਇਤਿਹਾਸ
3. ਆਦਿ ਕਾਲ ਦਾਸਾਹਿਤ।

ਭਾਗ-ਅ

1. ਨਾਥਾਂ ਜੋਗੀਆਂ ਦਾ ਪੰਜਾਬੀਸਾਹਿਤ।
2. ਭਗਤੀ ਕਾਲ ਦਾਸਾਹਿਤ।

ਭਾਗ-ੲ

ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰ ਨਾਲ ਸੰਬੰਧਤ ਪੰਜ ਸੰਕਲਪ-ਅਭਿਧਾ, ਲਕਸ਼ਣਾ, ਵਿਅੰਜਨਾਂ, ਰੂਪਕ, ਉਪਮਾ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਸਾਵੇਪੱਤਰ, ਨਿਉਬੁੱਕਕੰਪਨੀ, ਮਾਈਗੀਰਾਗੇਟ, ਜਲੰਧਰਪਬਲੀਕੇਸ਼ਨ (2014)
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਬਝਹਮਲਜ਼ ਤਜ਼ੀ ਦਮਜਕਜ਼ੀਮਤ (ਨਮਪ- 2) ਬਲ;ਜ਼ਾਖਛਅ ਜਲਓਗਰ, ਬਝਹਮਲਜ਼ ਧਓਅਜ਼ਡਗਜ਼ਤਵਜ਼,ਬਜਵਮ;ਮੁ
- ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ, (ਆਦਿਕਾਲਤੋਂਹੁਣਤੱਕ) ਡਾ. ਪਰਮਿੰਦਰਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ (2016)
- ਡਾ. ਪ੍ਰੇਮਪ੍ਰਕਾਸ਼ਸਿੰਘਧਾਲੀਵਾਲ, ਭਾਰਤੀਕਾਵਿ- ਸ਼ਾਸਤਰ, ਮਦਾਨਪਬਲੀਕੇਸ਼ਨਜ, ਪਟਿਆਲਾ



- डा. गुरचरन सिंघ मंपाचक, मॉय कालीन पंजाबी वाचउक

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	2	1	2	1
CO2	-	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	3	2	1	3	-	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	-	2	2	1
CO5	1	1	1	2	3	2	1	1	2	1	1	-	2
Average	1.4	1.6	1.4	1.4	2	1.8	1.6	2	1.6	1.6	1.6	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature -I

Course Code: 1301109

Semester: Ist

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	भारतीय हिन्दी साहित्य का परिचय और उसके गुणों से अवगत हो सकेंगे
CO2	जयशंकर प्रसाद, मैथिलीशरण गुप्त, सूर्यकान्त त्रिपाठी निराला, के साहित्य का विश्लेषण कर सकेंगे
CO3	मुंशी प्रेमचन्द द्वारा रचित निर्मला उपन्यास के माध्यम से अनमेल विवाह के दुष्परिणामों से परिचित होंगे
CO4	डा० लक्ष्मी चन्द्र खुराना द्वारा सम्पादित कहानियों का अध्ययन करेंगे
CO5	विद्यार्थी साहित्य के प्रति रुचि पैदा कर अध्ययन कर सकेंगे

Course Content

भाग – क

दीपिका (काव्य संग्रह)

सपादक – हेमराज निर्मम, पंजाबी विश्वविद्यालय प्रकाशन।

क. भारतेन्दु हरिश्चन्द्र:- यमुना, शोभा, भारत, वियोगिनी नारी।

ख. मैथिलीशरण गुप्त :- साकेत, दोनों और प्रेम पलता है, यशोधरा

ग. जयशंकर प्रसाद :- आंसू से, प्रेम पथिक से, आशा ।

घ. सूर्यकान्त त्रिपाठी निराला :- जूही की कली, भिक्षुक, विधवा ।

भाग – ख

‘निर्मला’ उपन्यास, मुंशी प्रेमचंद

राज कमल प्रकाशन, दिल्ली ।

भाग – ग

सजीव कहानियां :- केवल पांच कहानियां ।

सम्पादक डॉ० लक्ष्मीचन्द्र खुराना, पब्लिकेशन ब्यूरो, पंजाब विश्वविद्यालय,
चण्डीगढ़ द्वारा प्रकाशित ।

- 1- शतरंज के खिलाड़ी ।
- 2- ममता ।
- 3- अशिक्षित का हृदय ।
- 4- मौत के मुंह में

भाग – घ

हिन्दी साहित्य का इतिहास:- काल विभाजन एवं नामकरण, आदिकालीन परिस्थितयां(राजनैतिक,
धार्मिक, सामाजिक, आर्थिक)

सहायक पुस्तकें:-

- 1- हिन्दी साहित्य का इतिहास : कुसुम वर्मा ।
- 2- हिन्दी साहित्य :- युग एवं प्रवृत्तियां :- शिव कुमार शर्मा ।
- 3- हिन्दी साहित्य का इतिहास :- आर्चाय रामचन्द्र शुक्ल :-
लोकभारती प्रकाशन ।
- 4- हिन्दी साहित्य का इतिहास :- श्यामचन्द्र कपूर ग्रन्थ अकादमी,
नई दिल्ली ।



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PS O3
CO 1	1	1	1	2	1	3	2	2	1	1	1	2	1
CO 2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO 3	2	-	1	1	2	-	2	1	1	2	1	1	2
CO 4	1	1	2	1	1	1	2	1	2	-	2	2	1
CO 5	1	1	1	2	3	1	1	1	2	1	1	-	3
Average	1.2	1.2	1.2	1.4	1.6	1.6	1.6	1.2	1.6	1.4	1.4	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History of Punjab-I

Course Code: 1301110

Semester: 1st

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop conceptual understandings of nature of social science.
CO2	Acquire skills to inculcate the national and international values through social sciences Teaching
CO3	Sensitize the equip student teachers to handle social issue
CO4	Reflect upon his own experiential learning in the profession growth of social science teacher
CO5	Demonstrate learning materials to facilitate learning on social science

Course Content

Section-A

1. Physical features of the Punjab and their impact on history.
2. Sources of the ancient history of Punjab

Section- B

1. Harappa civilization : Important places, script, town planning and decline
2. Political, Social economic and religious life of the Indus Valley people

Section-C

1. The Indo-Aryans: Original Home and Settlement in Punjab. Social, religious and Economic life during the Rig Vedic Age,
2. Social, religious and economic life during the later Vedic Age

Section-D

1. Teachings and impact of Buddhism in the Punjab
2. Teachings and impact of Jainism in the Punjab

SUGGESTED READINGS

- L.M. Joshi (ed) : *History and Culture of the Punjab, Part-I*,
- L.M. Joshi and Fauja Singh (ed.): *History of Punjab, Vol.I*
- Prakash, B. (1966). *Glimpses of Ancient Panjab*. Punjabi University, Department of Punjab Historical Studies.
- Sharma, R.N. *Life in Northern India*
- Tripathi, R.S. *History of Ancient India*
- Pandey, V.C. *Political and Cultural History of India*
- Thapar, R. *A History of India Vol.I*
- Basham, A.L. *The Wonder that was India*
- Dhillon, S.K. *The Religious History of Early Medieval Punjab*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	2	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	1	1	1	1	2	1	2	1	1	2	2	1	2
CO4	1	1	2	1	2	2	2	1	2	1	2	2	1
CO5	1	1	1	2	1	1	1	1	2	1	1	2	2
Average	1	1.2	1.4	1.4	1.4	1.6	1.6	1.2	1.6	1.4	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: History-I
Course Code: 1301111
Semester: 1st

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the salient features of Indus valley civilization
CO2	Identify the origin of Aryans, their life and development
CO3	Evaluate the life and teaching of Buddhism and Jainism
CO4	Analyze the emergence of the Mauryan and Gupta empire during the “classical age” in India
CO5	Develop the skill of critical analysis of ancient period
CO6	Identify and draw out the historical places on map

Course Content

Section-A

1. The Indus Civilization: Origin; Extent, Main features and the causes of its decline.
2. Rig Vedic Civilization: Original home of the Aryans; Political, Social, Economic and Religious life in the early Vedic period; Development in the later Vedic period.

Section-B

1. Jainism and Buddhism: Causes responsible for the rise of new religions; Life and teachings of the Mahavir Swami and Gautam Buddha.
2. The Mauryan Empire: Conquests of Chandragupta Maurya; Ashoka's Dhamma; Administration under the Mauryas.

Section-C

1. Post Mauryan period: Decline of the Mauryan Empire.
2. The Gupta Empire: Achievements of Samundragupta.

Section-D

1. Chandragupta-II; Social, Economic, Culture and Scientific developments under Guptas.
2. Maps: (a) Important Historical places: Taxila, Indraprastha, Kurukshetra, Kannauj, Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, Kanchi, Lothal, Nalanda, Hastinapur, Kalibangan, Harappa and Kalinga.
(b) Extent of the Mauryan Empire (c) Gupta Empire under Samundragupta.



SUGGESTED READING:

- Basham, A.L.(1992). *Wonder That Was India*, Calcutta: Rupa.
- Goyal, S.R., (1987). *A History of Indian Buddhism*, Meerut: Kasumanjli Prakashan, .Habib, Irfan, Vivekanand Jha Mauryan India, And Delhi: Tulika Books, 2004.
- Jha, D.N. (2005). *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. Ed.),
- Pandey, V.C.and Pandey. (1999). *A.C New History of Ancient India*, Jalandhar: A.B.C.
- Ray Chaudhary, H.C. (1996) (re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press,.
- Sastri, K.A. (1958). *A History of South India*, 2nd ed., Oxford University Press,.
- Sastri, K.A.(1995). *History of South India, from pre-historic times to the fall of vijaynagar*, (4th ed.), Delhi: Oxford Unversity Press,
- Sharma, R.S. (1991). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarasidas.
- Sharma, R.S. (2005). *India's Ancient Past*, Delhi:OxfordUniversity Press,
- Sharma, R.S.(1995). *Looking for theAryan*,Hyderabad: Orient Longman,.
- Tharpar, R. (2002). *Early from the Origin to A.D. 1300*, Penguin,Altekar, A.S. *State and Government in AncientIndia*,Delhi: Motilal Banarsidas, 1965.
- Bryant, E. (2001). *Origin of Vedic Culture*, Delhi: Oxford University Press.
- Charkrabarti, U. (1987). *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press.
- Chattopadhaya, B.D. (2003). *Studying Early India*, Delhi: Permanent Black.
- Goyal, S.R. (1967). *History of Imperial Guptas*, Meerut; Kusumanjali.
- Jha, D.N. (ed.), (1985). *Society and Ideology in India*, Delhi: Sterling Publisher.
- Levin-Bongard, G.M., (1966). *Mauryan India*, Delhi: Munshiram Manoharlal.
- Maity, S.K.(1975). *The Imperial Gupta and their times*, Delhi; Motilal Banarsidas,
- Ratnagar, Shereen, (1991). *Enquiries into the Political Organization of Harappan Society*, Pune: Ravish.
- Thapar, R. (1997). *Asoka and the decline of the Mauryas*, Delhi: Oxford University Press.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	1	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	-	1	1	2	1	2	2	1	2	2	-	2
CO4	1	1	2	1	1	-	2	-	2	1	2	2	1
CO5	1	1	2	2	2	1	1	1	2	1	2	1	2
CO6	2	1	1	2	1	1	2	1	1	1	1	1	1
Average	1.3	1.3	1.3	1.5	1.3	1.1	1.6	1.3	1.5	1.5	1.6	1.3	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Political Science-I

Course Code: 1301113

Semester: 1st

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Analyze to develop political theories.
CO2	Interpretate the knowledge from different perspectives
CO3	Practiced politics through theoretical politics in their cognition.
CO4	Develop understanding for their political values.
CO5	Design current political activities through ideology.
CO6	Apply the ideas in their practical life.

Course Content

Section-A

- Political Science: Meaning, definitions, characteristics andscope.
- Difference between political theory and politicalscience.

Section-B

- Relationship between political Science with Economics, History andSociology.
- The State: meaning, definition, elements and difference between government and state.

Section-C

- Functions of state: Liberal and socialist perspective.
- Welfare state: concept andfunctions.

Section-D

- Sovereignty: Meaning, definition, characteristics and types.
- Theories of Sovereignty: Monistic and Pluralistic.

SUGGESTED READING:

1. Johri, J.C. *Principles of Political Science*, Sterling Publishers, New Delhi.
2. Verma, S.P. *Political Theory*, Geetanjali House, New Delhi.
3. Jain, M.P. *Political Theory*, Authors Guild Publication, New Delhi (Punjabi & Hindi)
4. Nanda, S.S. *Political Theory*
5. Badyal, J.S. *Political Theory*
6. Sonia. *Political Theory*
7. Kaur, J. *Political Theory*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	2	2	2	1	2	2	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	2	1
CO3	2	-	1	1	2	1	2	3	-	2	2	-	1
CO4	1	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	2	2	2
CO6	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.5	1.2	1.5	1.3	1.7	1.7	1.7	1.8	1.7	1.8	2.0	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Fundamentals of Computer

Course Code: 1301124

Semester: 1st

Credits: -5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop proficiency with the basic knowledge of fundamentals of computer.
CO2	Recognize and explain various number systems and also acquire accuracy in conversions from one number system to another
CO3	Recognize, define and explain various input/output devices.
CO4	Explain operating system along with functions & types.
CO5	Critically express the application of computers in various fields in present era.

Course Content



1. Computer Fundamentals:

Number Systems, History of Computers, Block diagram of computer & detailed significance of each part.

2. Study of I/O devices

Keyboard, Hard disk, Floppy disk, CD,ROM, DVD, Plotters, Scanners, mouse, Printers: Dot matrix, Laser, Thermal Inkjet, VDU.

3. Primary and Secondary memories Operating Systems

Introduction to Operating Systems & its functions, Definition of Simple batch processing, multiprogramming, multiprocessing, real-time, time-sharing systems, Concept of Spooling,

Typical DOS commands, making simple batch files

4. Application of Computers in various fields

Defense Industry, Management, Sports, Commerce, Internet.

5. Computer and communication:

Single user, Multi user, Workstations, and Overview of LAN, WAN

SUGGESTED READING:

- Long, L.&long, N. *Computers PrenticeHall*
- Rajaraman, V. *Fundamentals Of Computers PrenticeHall*
- Sinha, P.K. *Computer Fundamentals*
- 4. Basandra. *Computer Today*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	-	2	1	1	2	2	2	-	1
CO2	2	-	1	1	2	1	2	3	-	2	2	1	1
CO3	1	1	-	1	1	1	2	3	2	1	2	2	1
CO4	1	1	1	2	3	1	1	1	2	1	3	3	3
CO5	2	1	2	1	1	2	2	1	2	2	2	2	2
Average	1.6	1.2	1.4	1.2	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Economics-I

Course Code: 1301114

Semester: Ist

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the knowledge of basic concepts of demand and supply in graphical form including the downward slope of demand curve
CO2	Understand the different meaning and definitions of the economics.
CO3	Explain the link between production cost and economics models of supply.
CO4	Interpret different degrees of competition in market regarding price and output.
CO5	Explain the major characteristics of different markets.

Course Content

Section –A

Introduction: Meaning, Nature and Scope of Economics, Definition of Economics (Adam Smith, Marshall and Robbins), Utility analysis and indifference curve.

Section –B

Law of Demand and its Exceptions, Elasticity of Demand and its Measurement, Theory of Production and Costs: Concept and Types of Production Function, Laws of Returns to Scale and Law of Variable Proportions

Section – C

Cost and Revenue concepts and cost curves in short and long run periods. Market forms and revenue: Behaviour of average revenue and marginal revenue under perfect and imperfect competitions, relationship between average revenue, marginal revenue and elasticity of demand.

Section – D

Price determination under perfect competition, imperfect competition and monopoly, Distribution, concepts and theories of rent, interest and profit

SUGGESTED READING:

- Joginder Singh, Chopra, P.N. & Grewal, P.S. (Punjabi Medium) *Price Theory and Distribution* (Latest edition).
- Stonier, A.W. & Hague, D.C. *A Text Book of Economic Theory* (Fourth Edition).
- Samuelson, P.A. (trans. Piar Singh): *Arth-Shastar Prarambhik Vishleshan*,



PunjabiUniversity, Patiala,1972

- Lipsey,R.G.& Chrystal,K.A.(2004)*Economics*, 10th Edition, Oxford University Press, New Delhi,.
- Salvatore, D. (2003). *Micro Economics: Theory & Applications*, Oxford University Press, New York.
- Robinson,J. (Trans.). *Apuran Prtiyogita Di Arthiki* (Punjabi UniversityPatiala).
- Singh,H.K. M. (Trans. Om Parkash Vashisht)(1971) *Mang Sidhant Ate Mishrat Arth- Vivstha Vich Arthik Ganana*, Punjabi University, Patiala.
- Ray,N.C. (1980): *An Introduction to Microeconomics*; The Macmillan Company of India Ltd., NewDelhi
- Chopra,P.N. (1998): *Micro Economic Theory and Welfare Economics*, Kalyani Publishers, NewDelhi
- Ahuja,H.L. (1999): *Advanced Economic Theory*, S. Chand & Co., New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	2	1	1	2	2	1	1	2
CO2	2	1	-	1	2	1	2	3	1	2	2	3	1
CO3	1	1	2	1	1	1	2	-	2	2	2	2	2
CO4	-	1	1	2	1	2	1	1	2	-	3	2	2
CO5	2	1	2	-	1	2	2	2	2	2	2	-	2
Average	1.6	1.2	1.4	1.2	1.2	1.6	1.6	2	1.8	1.8	2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Sociology-I

Course Code: 1301115

Semester:1st

Credits:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Understand the concept and scope of sociology.
CO2	Relate the concepts of sociology with other subjects.
CO3	Make use of the knowledge about role of organizations and community.
CO4	Understand the importance of theory of self.
CO5	Describe the concept of culture and its role in society.

Course Content

Section-A

1. Sociology: Definition, nature & scope.
2. Its relationship with other social sciences: History, Political Science & Economics.

Section-B

1. Basic Concepts: Social Structure, society, social organization, social group (Primary & Secondary), reference group, community & association.

Section-C

1. Norms and values, status and role.
2. Socialization: Meaning & agencies.

Section-D

1. Culture: Meaning characteristics, material and non-material culture.
2. Culture lag, Culture and Civilization.

SUGGESTED READING:

- Collins Dictionary of Sociology, (2006) Glasgow: Harper Collins
- Davis, K. (1978). *Human Society*, London: Mac Millan Company.
- Giddens, A. (2001). *A text book for the nineties*, London Polity.
- Gisbert, P.S.J. (1993). *Fundamentals of Sociology*, Bombay: Orient Longman
- Haralambos, M. (1980). *Sociology: Themes and Perspective* London : Oxford University Press
- Inkle, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India
- Jayaram, N. (1988). *Introductory Sociology*, Madras: Macmillan India
- Johnson, Harry, M. (1980). *A Systematic introduction*, Delhi: Allied Publishers.
- Rao, Shankar C. N. (2005). *Sociology Part – I* Jalandhar: New Academic Publishing House.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO 1	-	1	1	2	1	2	2	1	2	2	2	2	2
CO2	2	1	-	1	2	1	2	2	2	2	2	2	1
CO 3	1	1	2	1	1	1	2	1	2	1	2	2	1
CO 4	1	2	2	2	2	1	1	-	2	1	2	1	2
CO 5	2	1	2	1	-	2	2	1	2	2	2	2	1
Average	1.4	1.2	1.6	1.4	1.4	1.4	1.8	1.2	2	1.6	2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Algebra

Course Code: 1301116

Semester: 1st

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the concept of Matrices including its types, classifications, operations and applications to solve complex problems.
CO2	Derive the equations and compute symmetric functions of roots in terms of coefficients.
CO3	Explain the properties of Eigen values of the matrices.
CO4	Learn Eigen values and Eigen vectors of a given matrix.
CO5	Define Nature of roots of an equation with the help of Descartes' rule of signs and Cardons method. Also, Solution of Biquadratic equations

Course Content

Section - A

Symmetric, Skew symmetric, Hermitian and Skew-Hermitian matrices. Orthogonal and unitary matrices. Elementary operation on matrices. Rank of a matrices. Inverse of a matrix using Gauss Jordan Method. Linear dependence and independence of row and column matrices. Row rank Column rank and their equivalence, Eigen values, Eigen vectors and the characteristic equation of a matrix, Properties of eigen values for special type of matrices, Diagonalization, Cayley- Hamilton theorem.

Applications of matrices to a system of linear (both homogeneous and non homogeneous) equations. Rules on consistency of a system of linear equations

Section-B

Relations between roots and coefficients of a general polynomial equation in one variable. Solution of polynomial equations having conditions on roots. Transformation of equation

Nature of roots of an equation. Descartes' rule of signs. Solution of cubic equations (Cardons method). Biquadratic equations and their solution. De Moivre's theorem and its application, Direct and inverse circular functions, hyperbolic and logarithmic functions. Summation of series.

SUGGESTED READINGS:



- Kurosh, (1982). *Higher Algebra*, MIR Moscow.
- David C. Lay, (2007). *Linear Algebra and its Applications*, 3rd Ed., Pearson Education Asia, Indian reprint.
- S.H. Friedberg, A.J. Insel and L.E. Spence, (2003). *Linear Algebra*, Prentice Hall.
- K. Hoffman and R. Kunze (1989). *Linear Algebra*, 2nd Edition, Prentice-Hall of India.
- S. Lang, (1989). *Linear Algebra*, Undergraduate Texts in Mathematics, Springer-Verlag, New York.
- Vivek Sahai and Vikas Bist, (2013). *Linear Algebra*, 2nd Ed., Narosa Publishing house.
- P. Lax, John Wiley & Sons (1997). *Linear Algebra*, , New York. India

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	2	2	2	1	1	-	2	2
CO2	-	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	1	-	1	2	1	2	2	1	2	2	1	2
CO4	1	1	2	1	1	1	2	-	2	2	2	2	2
CO5	1	1	1	2	2	1	1	1	2	1	1	2	-
CO6	2	1	2	1	1	2	2	2	2	2	2	2	2
Average	1.5	1.3	1.3	1.3	1.5	1.5	1.6	1.5	1.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Calculus

Course Code: 130117

Semester: 1st

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Recall the idea of derivative, rules of differentiation, test for concavity and convexity and understand the concept of p-r equation.
CO2	Demonstrate the concepts of curvature, radius of curvature, center of curvature and apply the concepts to solve problems.
CO3	Analyze the rules of identifying asymptotes, employ the same to find quadrature, length of an arc, Improper integrals and their convergence such as Comparison tests, Absolute and conditional convergence, Abel’s and Dirichlet’s tests.



CO4	Explain the hyperbolic functions and compare it with circular functions, trigonometric functions, inverse trigonometric functions.
CO5	Construct skills of thinking ability, critical thinking and problem solving

Course Content

Section -A

Successive differentiation Asymptotes, Multiple points, Tests for concavity and convexity, points of inflexion, Tracing of curves in Cartesian, parametric and polar forms. Curvature, radius of curvature, centre of curvature

Section-B

Integration of hyperbolic and inverse hyperbolic functions, Reduction Formulae, application of definite integral to find quadrature, length of an arc, Improper integrals and their convergence, Comparison tests, Absolute and conditional convergence, Abel's and Dirichlet's tests. Frullani integral. Integral as a function of a parameter, Beta – Gamma Functions and their convergence

SUGGESTED READINGS:

- George B. Thomas, Maurice D. Weir and Joel R. Hass, (2014). *Thomas' Calculus*, 12th Ed., Pearson Education, New Delhi,
- Joseph L. Taylor, (2012). *Foundations of Analysis*, Pure and Applied Undergraduate Texts, 18, American Mathematical Society, Providence, RI,
- Shanti Narayan, (2001). *Integral Calculus*, S. Chand and Company Ltd.
- M.J. Strauss, G.L. Bradley and K. J. Smith, (2007). *Calculus*, 3rd Ed., Dorling Kindersley (India) P. Ltd. (Pearson Education), Delhi,.
- R. Courant and F. John, (1989). *Introduction to Calculus and Analysis* (Volumes I & II), Springer-Verlag, New York, Inc.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	-	2	2	2	1	-
CO3	2	1	1	-	2	-	2	3	1	2	2	1	3
CO4	1	-	2	1	1	1	2	3	2	1	2	2	3
CO5	1	1	1	2	3	1	-	1	2	-	3	3	1
Average	1.4	1.2	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Geometry

Course Code: 1301118

Semester: Ist

Credits:-3

L T P
3 0 0

Course Objective: On successful completion of the course, the students will be able to

CO	Statement
CO1	Describe the properties, equations, axes, latusrectum, pole, polar, Subtangents, Subnormal and geometrical properties of parabola, ellipse and hyperbola.
CO2	Find the angle between planes, Bisector planes, Perpendicular distance from a point to a plane, Image of a line on a plane, InterSection of two lines
CO3	Draw the angle between planes, Bisector planes, Perpendicular distance from a point to a plane, Image of a line on a plane, InterSection of two lines
CO4	Demonstrate the properties, equations, axes, latusrectum, pole, polar, Subtangents, Subnormal and geometrical properties of ellipse.
CO5	Clarify the properties, equations, axes, latusractus, pole, polar, Sub tangents, Subnormal and geometrical properties of hyperbola.

Course Content

Section-A

Transformation of axis, shifting of origin, rotation of axes, reduction of second degree equation into standard form by transformation of coordinates, invariants and identification of curves represented by second degree equation.

Parabola: Pole and polar, pair of tangents from a point, chord of contact, equation of chord in terms of midpoints and diameter of conic, Subtangent and Subnormal and its geometrical properties.

Section-B

Ellipse: Properties of ellipse, parametric representation of ellipse, tangents, normals, equation of chord joining two points on ellipse. Director circle of ellipse, chord of contact, conjugate lines and conjugate diameter, Conormal Points and its geometrical properties

Hyperbola: Properties of hyperbola, fundamental rectangle, parametric representation of hyperbola, asymptotes of hyperbola, Conjugate hyperbola, rectangular hyperbola, tangents and normals.

SUGGESTED READINGS:



- S.L. Loney. *The Elements of Coordinate Geometry*, Macmillan and Company, London.
- Gorakh, P. and Gupta, H.C. *Text Book on Coordinate Geometry*, Pothishala Pvt. Ltd., Allahabad.
- Jain, P.K. & Khalil A. *A Text Book of Analytical Geometry of two Dimensions*, Wiley Eastern Ltd.1994.
- Saran, N. & Gupta, R.S. *Analytical Geometry of Three Dimensions*, Pothishala Pvt. Ltd. Allahabad.
- Bell, R. J.T. (1994). *Elementary Treatise on Coordinate Geometry of Three Dimesions*, Macmillan India Ltd

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	-	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	-	1
CO4	1	-	2	1	1	1	2	3	2	-	2	2	2
CO5	1	1	1	2	3	-	1	1	2	1	3	3	2
Average	1.4	1.2	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Home Science-I

Course Code: 1301119

Semester:1st

Credit-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of the structure and objectives of Home Science
CO2	Discover opportunities for vocationalization of HomeScience
CO3	Evaluate the knowledge of different areas associated with the Home Science
CO4	Gain knowledge of child development services of India. □
CO5	Apply the skills for practical use of home science in each aspect of life

Course Content

SECTION-A



Introduction To Home Science

1. Meaning, definitions and structure of Home Science.
2. Importance of Home Science education.
3. Aims of teaching Home Science.
4. Concept and Scope of Home Science and reasons for vocationalization of Home Science.
5. Correlation of Home Science with other subjects.

SECTION-B

1. Broad areas of Home Science.
2. Home Science in Action Program-
3. Applied Nutrition Program,
4. School Meal Programs,
5. Integrated Child Development Services,
6. Supplementary foods developed in India- Indian multipurpose food, ma
7. Bal Ahar, Supplementary food NIN, Supplementary food (AHSCW)
8. Job opportunities in Home Science.

SUGGESTED READINGS:

- Devadas, & Rajamal, P. *Text Book of Home Science*, Farm Information Unit, Directorate of Extension, Ministry of Agriculture, New Delhi 1968.
- Devadas, & Rajamal, P. (1973) *The meaning of Home Science*, Sri Avinashilingam Home Science College, Coimbatore,.
- Devadas, & Rajamal, P. (1977) *Methods of teaching Home Science*, National Council of Education Research and Training, Delhi

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	-	1	2	2	2	1	1
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	1	1	2	3	2	-	2	2	-
CO4	-	2	2	2	3	1	1	1	2	1	3	3	3
CO5	2	1	2	1	-	2	2	-	2	2	2	2	1
Average	1.6	1.4	1.6	1.4	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Home Science-I (Practical)

Course Code: 1301120

Semester: Ist

Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the skills of swing and stitching
CO2	Get practical knowledge about the humans body measurement
CO3	Gain the experience of stitching
CO4	Classify types of hand embroidery
CO5	Draft and stitch the dresses

Course Content

Introduction to Home Science

1. Make Samples of the following:
 - a) Tacking, running stitch, hemming, back-stitch, button whole stitch, fasteners.
 - b) Seams-Flat seam, counter hem, montua maker, run and fell, French seam.
Processes- Continuous wrap, two piece placket opening, pleats, gathers into band.
2. Embroidery-Make a sample of 10 embroidery stitches.
3. Taking body measurements.
4. Drafting and construction of the following:
 - (a) Child's Bodice Block – Child's Frock
 - (b) Jangia, Bloomer
 - (c) Adult Bodice Block and Plain sleeve block.
 - (d) Petticoat/Apron
 - (e) Salwar and Kameez/Kurta-Pyzama\

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	-	2	2	2	1	-	2	1	1	1	2	-	1
CO 2	2	2	2	2	2	2	2	1	2	2	2	2	2
CO 3	2	1	-	1	2	1	1	-	1	1	2	2	2
CO4	2	1	2	2	1	2	2	2	2	2	2	-	1
CO5	1	2	3	1	1	2	1	1	2	2	2	2	1
Average	1.6	1.6	2	1.6	1.4	2	1.6	1.2	1.6	1.6	2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-I

Course Code: 1301121

Semester:Ist

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Use industrial terminology and equipment in appropriate ways
CO2	Apply historical costume knowledge to modern fashion design construction
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Evaluate Drafting and its importance

Course Content

SECTION-A

1. A study of tools and equipments:

- (a) Measuringtools
- (b) Markingtools



- (c) Cuttingtools
- (d) Sewing tools including parts, function, maintenance & defects of sewingmachine.

2. Basic Terminology:

Haute couture, custom clothes, pret-e-porter, fashion fads, classics, taste hi-stule, silhouetter, accessories, notions, draping, design, motif, braid, bias, yokees, grain, selvedge fray, notch, pucker, style reading, frills, flounces ruffles, stay line, princess line, empire line, trimming.

SECTION-B

3. A study of authropometric/body measurements;

- (a) List ofmeasurements
- (b) Locatinglandmarks
- (c) Taking bodymeasurements

4. Drafting and its importance

SUGGESTED READINGS:

- Kindersley ,D. *The Complete Book of Sewing.*
- Singer ,*Singer-step-by-step Sewing.*
- Mocalls ,*Mocalls Sewing in Cour.*
- Complete to Sewing : Reader'sDigest

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	1
CO2	2	1	3	-	2	1	2	3	1	2	2	1	2
CO3	3	3	2	1	1	3	2	-	2	-	2	2	2
CO4	-	2	2	2	3	1	3	3	2	1	3	3	3
CO5	2	1	2	1	-	2	2	3	2	2	2	2	2
Average	2	1.8	2	1.4	1.6	1.8	2	2.6	1.8	1.6	2.2	2.2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-I (Practical)

Course Code: 1301122

Semester:1^s

Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Study the basic construction techniques
CO2	Learn traditional embroideries of India
CO3	Analyze and use color units effectively in their design process

CO4	Identify, analyze, and apply trends in the textile industry
CO5	Design Phulkari, Chambaa etc

Course Content

SECTION-A

1. A Study of basic construction techniques:
 - (a) Seams and seam finishes
 - (b) Facings and Bindings
 - (c) Plackets & Fasteners
 - (d) Hemmings & Bastings
 - (e) Fullness treatment

SECTION-B

2. Traditional embroideries of India:
 - (a) Kantha
 - (b) Phulkari
 - (c) Chikankari
 - (d) Chambaa
 - (e) Kasuti
 - (f) Kashida
 - (g) Kutch
 - (h) Sindhi

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	-	1	2	2	2	3	2
CO2	2	1	3	1	2	1	2	3	1	2	2	-	1
CO3	3	3	2	1	-	3	2	3	-	1	2	2	1
CO4	-	2	2	2	3	1	3	3	2	1	3	3	2
CO5	2	1	2	1	1	2	2	3	2	2	2	2	1
Average	2	1.8	2	1.4	1.6	1.8	2	2.6	1.8	1.6	2.2	2.2	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation



and “-” indicates there is no correlation

Course Name Religious Studies-I

Course Code: 1301123

Semester:1st

Credit-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop knowledge and understanding of religion as an academic field devoted to research into religious beliefs, behaviors, and institutions.
CO2	Describe, compare, interpret, and explain religion, emphasizing systematic, historically based, and cross-cultural perspectives.
CO3	Outline the potential meanings; an etymological analysis alone does not resolve the ambiguity of defining religion, since each verb points to a different understanding of what religion is.
CO4	Critically analyse Medieval Period of religious
CO5	Develop an academic skill that is transferable to a variety of careers, which includes critical thinking, higher level research and writing, textual analysis, and visual and oral presentation.

Course Content

Indian Religion

Section- A

(ਵੈਦਿਕ ਮਤ)

1. ਵੈਦਿਕ ਧਰਮ ਦੀ ਜਾਣ-ਪਛਾਣ
2. ਵੈਦਿਕ ਦੇਵਤੇ:- ਵਰੁਣ, ਅਗਨੀ, ਇੰਦਰ
3. ਬਲੀ ਅਤੇ ਯੱਗ

Section –B

4. ਭਗਵਾਨ ਮਹਾਂਵੀਰ:- ਜੀਵਨ ਤੇ ਵਿਰਤਾਂਤ
5. ਸਿੱਖਿਆਵਾਂ:- ਤਿੰਨ ਰਤਨ
6. ਪੰਜ ਮਹਾਂਵਰਤ:- ਅਹਿੰਸਾ, ਸੱਚ, ਅਸਤੇਯ, ਅਪਰਿਗ੍ਰਹ ਅਤੇ ਬ੍ਰਹਮਚਰਯ

Section –C

(ਬੁੱਧ ਮੱਤ)

7. ਭਗਵਾਨ ਬੁੱਧ:- ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆਵਾਂ
8. ਚਾਰ ਆਰੀਯਾ ਸਤ:- ਦੁੱਖ, ਦੁੱਖਾਂ ਦਾ ਕਾਰਨ, ਦੁੱਖ ਦੀ ਨਿਵਾਰਤੀ ਅਤੇ ਦੁੱਖ ਦਾ ਮਾਰਗ।



9. ਅਸਟਾਂਗ ਮਾਰਗ। ਨਵਿਰਤੀ

Section –D

(ਧਰਮ
ਸੰਸਕਾਰ)

10. ਜਨਮ ਸੰਸਕਾਰ (ਜੈਨ ਧਰਮ, ਬੁੱਧ ਧਰਮ, ਅਤੇ ਹਿੰਦੂ ਧਰਮ)
11. ਧਰਮ ਪਰਿਵੇਸ਼ ਸੰਸਕਾਰ (ਜੈਨ ਧਰਮ ਅਤੇ ਬੁੱਧ ਧਰਮ)
12. ਮ੍ਰਿਤਕ ਸੰਸਕਾਰ (ਹਿੰਦੂ ਧਰਮ)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	-	2	2	2	-	2	2	1	1	2	2	1
CO2	2	2	2	2	2	2	2	2	2	2	-	2	2
CO3	1	2	-	1	1	2	1	2	2	1	2	2	2
CO4	2	1	2	2	2	2	2	2	-	2	2	2	2
CO5	2	2	2	2	1	2	1	1	2	2	2	2	2
Average	1.8	1.8	1.8	1.8	1.6	1.8	1.6	1.8	1.8	1.6	2	2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Contemporary India and Education

Course Code: 402101

Semester: 2nd

Credits:-2

L T P
2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of ideals, values and diversities in Indian education to apply in teaching and learning
CO2	Demonstrate an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education
CO3	Apply the knowledge of programs and documents for process of education in India
CO4	Summarize education critically in pre-independent and post independent India.
CO5	Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities

Course Content

Section-A

1. Education-Concept (Indian and Western), Aims of Education.
2. Driving forces of Indian society-Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.



3. Impact of Liberalization, Privatization, Globalization and stratification on Education in India.

Section-B

1. Educational Policies- NPE 1986, Program of action-1992, National curriculum Framework for teacher education (NCFTE)2009, Right to Education Act-2009.
2. Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.
3. Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report(1944)

Section-C

1. Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
2. Concept of Social; diversity at level of individual, caste, religion, minorities, languages tribes etc.
3. Measures to promote equality of opportunities through Educational programs for special groups, socially disadvantaged and women.

Section-D

1. Major recommendations of Secondary Education Commission(1952-1953); Indian Education Commission(1964-66)
2. Sarva Shiksha Abhiyan(SSA)
3. Rashtriya Madhyamik Siksha Abhiyan(RAMSA)

Project Work / Sessional Work (Internal):

Each Pupil teacher will conduct any two of the following activities:

- a) Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhyamik Siksha Abhiyan (RAMSA) – A local level Survey
- b) A local survey on Mid-day Meal Program in Secondary School.
- c) Debate on medium of Schooling or Three language formula

SUGGESTED READING:

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002). *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996). *The Teacher and Education in Emerging Indian Society*. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992). *Philosophical and Sociological Foundations of Education*. Doaba House, Delhi.



- Bhatt, B.D. (2005). *Modern Indian Education. Planning and Development*. Kanishka Publishers, NewDelhi
- Chaube, S.P. (1997). *Philosophical ans Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed.Agra.
- Lakshmi, T.K.S. and Yadav, M.S. (1992). *Education: its Evolving Characteristics*”, in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec.
- Mathur, S.S. (1997 A). *Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, J. (2001). *Studies in Distance Education*, Deep and Deep Publication Pvt. Ltd., New Delhi.
- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992). *National Policy on Education*, Horizon Publishers, Allahabad.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	3	2	1	2	2	1	2	2
CO2	2	-	1	1	2	2	1	-	2	1	2	-	1
CO3	1	2	-	2	1	2	2	1	2	2	2	1	2
CO4	1	1	2	1	1	2	2	1	2	-	1	2	1
CO5	-	1	1	2	1	1	1	2	2	1	1	2	2
Average	1.2	1.4	1.2	1.6	1.2	2	1.6	1.2	2	1.4	1.4	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Understanding Disciplines and Subjects

Course Code: 402104

Semester: 2nd

Credits:-2

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on various disciplines and courses
CO2	Elucidate the nature and changes in disciplines and courses in terms of social, political and intellectual context
CO3	Understand the process of developing theories and content
CO4	Design and draft the curriculum
CO5	Identify the difference between curriculum and syllabus

Course Content

Section-A

1. Disciplines and school subjects: Meaning, Types, Importance and relationship with subjects
2. Core ideas of Developing Discipline: Meaning and organization
3. Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context.

Section-B

1. Nature, importance and historical perspective of various school subjects
2. Changes in school subjects in terms of social, political and intellectual context
10. Curriculum: Concept, Principles of curriculum construction for different subjects.

Section-C

1. Meaning of correlation/relationship.
2. Correlation between academic disciplines and school subjects, effects on curriculum framework.

Section-D

1. Meaning of inter disciplinary approach to education and its effects on school subjects.
2. Theory of content for selection of school subject in curriculum.

Sessional work

Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences etc

SUGGESTED READINGS:

- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. & Lingard, B. (2007), *Teachers and Schooling: making a difference*. Australia: Allen and Unwin.
- Gardner, H. (2007), *Creating Minds*, New York: Basic Books.
- Noddings, N. (2007), *Critical Lessons: What our schools should teach*, Cambridge University Press.
- Prnstein, Allen C., Edward F.P. & Stacey B.O. (2006) *Contemporary issues in curriculum*, Allyn & Bacon.
- Bruner, J.S. ((2006) *In Search of Pedagogy*, Vol-I & II, (the selected works), London: Routledge.
- Kneller, G.F., (1963) *Foundations of Education*, London and New York: John Wiley & Sons, Inc.
- NCERT (2005), *National Curriculum Framework*, New Delhi.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	-	2	1	1	2	3	1	1	2	2	2
CO2	1	2	3	1	1	2	-	1	2	2	2	-	1
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	-	1	2	2	1	2	2	3	2	-	2	2	2
CO5	1	2	1	2	3	1	1	1	2	1	1	1	1
Average	1.3	1.8	1.8	1.6	1.6	1.6	1.8	2.2	1.6	1.5	1.8	1.5	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: pMjwBI - II

Course Code: 1301201

Semester: 2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਨਿਬੰਧ ਜਾਂ ਲੇਖ ਲਿਖਣ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਹੋਵੇਗੀ।
CO2	ਵਿਸ਼ਵਾਸਯੁਕਤ ਸਾਰ ਲਿਖਣਾ ਸਿੱਖ ਜਾਣਗੇ।
CO3	ਦਫਤਰੀ ਪੱਤਰ ਲਿਖਣਾ ਸਿੱਖ ਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO4	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਯੂਨੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
CO5	ਵਾਰਤਕ ਵਿਵੇਕ ਪੁਸਤਕ ਰਾਹੀਂ ਲੇਖਕਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

- ਵਾਰਤਕ ਵਿਵੇਕ, ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ. ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ); ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
 - ਪਹਿਲੇ ਭਾਗ ਵਿੱਚ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਪੁਸਤਕ ਦੇ ਕਿਸੇ ਲੇਖ ਦੇ ਸਾਰ ਜਾਂ ਵਿਸ਼ੇ ਵਸਤੂ ਸਬੰਧੀ ਹੋ ਸਕਦਾ ਹੈ ਦੇ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਵਿਦਿਆਰਥੀ ਨੂੰ ਇੱਕ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇਗਾ। ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
 - ਦੂਸਰੇ ਭਾਗ ਵਿੱਚ ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪੰਜ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
 - ਹਰ ਪ੍ਰਸ਼ਨ ਦੇ ਅੰਕਾਂ ਦਾ ਹੋਵੇਗਾ।

ਭਾਗ-ਅ

- | | |
|-------------------------------|--------|
| 1. ਦਫਤਰੀਪੱਤਰ। | 5 ਅੰਕ |
| 2. ਨੋਟਿਸ ਲੇਖਣ ਅਤੇਸਮਾਚਾਰ ਲੇਖਣ। | 5 ਅੰਕ |
| 3. ਪ੍ਰੈਸੀਰਚਨਾ। | 10 ਅੰਕ |

ਭਾਗ-ੲ

- | | |
|---------------------------|-------|
| 1ਸ਼ਬਦ-ਸ਼੍ਰੇਣੀਆਂ। | 5 ਅੰਕ |
| ੨ਪੰਜਾਬੀ ਧੁਨੀਆਂਦਾ ਵਰਗੀਕਰਨ। | 5 ਅੰਕ |

ਪੁਸਤਕ ਸੂਚੀ:

- ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਡਾ.ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ): ਵਾਰਤਕ ਵਿਵੇਕ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਪਹਿਲਾ),ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਨਰਿੰਦਰ ਦੁੱਗਲ (2011), ਜਸਵੀਰ ਕੌਰ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲਿਖਤ ਰਚਨਾ, ਨਿਉ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ
- ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ,ਜਲੰਧਰ। ਮਿਤੀਹੀਣ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	1	1	2	3	2	3
CO2	-	2	3	1	1	2	-	1	2	2	2	-	2
CO3	2	2	1	-	2	2	2	1	-	2	2	1	2
CO4	1	1	2	1	2	1	2	2	2	1	2	2	1
CO5	1	2	2	2	2	1	1	1	2	1	1	-	1
Average	1.5	1.6	1.8	1.5	1.6	1.8	1.8	1.2	1.8	1.6	2.0	1.7	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: ENGLISH-II

Course Code: 1301202

Semester: 2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate knowledge of literary genre
CO2	Describe and identify the distinct literary characteristics
CO3	Analyze short stories for their structure and meanings, using correct terminology
CO4	Understand the essence of poetry.
CO5	Apply the sound principles of writing compositions

Course Content

Section-A

1 Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:

- The Doctor's Word
- Green Parrots in a Cage
- The Doll's House
- A Service of Love
- Dusk

Section -B

2 The Poetic Palette (Orient Blackswan, 2013)

The following poems from this anthology are prescribed:

- Where the Mind is Without Fear : Rabindernath Tagore
- The Soul's Prayer : Sarojani Naidu
- I Sit and Look Out : Walt Whitman
- A Work of Artifice : Marge Piercy
- Whose English Is It Anyway? : John Agard
- Ars Poetica : Archibald Macleish

Section -C

3 Texts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 76 to 117)

Section -D

4. Writingskills

- Letters



- Applications
- Essays

SUGGESTED READINGS:

- Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.
- Best, W. D. (1963). *The Students' Companion*. Longman.
- Tagore, R. (1910). Where the mind is without fear.
- Patel, R. B., & Palanpur, G. I. Rabindranath Tagore's Where the Mind is Without Fear: A Poem with Genuine Concern for the Humanities.
- Baig, T. A. (1974). *Sarojini Naidu*. Publications Division Ministry of Information & Broadcasting.
- Blanke, G. H. (1968). Archibald MacLeish: "Ars Poetica". *Jahrbuch für Amerikastudien*, 236-245.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	2	2	2	1	1	2	2	2
CO2	1	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	1	1	2	2	1	2
CO4	1	1	2	1	1	2	2	1	2	2	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
Average	1.2	1.4	1.6	1.4	1.6	2	1.6	1.2	1.6	1.6	2.2	1.8	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Physical Education –I I

Course Code: 1301203

Semester: 2nd

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Define structure & function of different part of cell.
CO2	Understand the meaning, importance, structure & moment at different joints.
CO3	Discuss the causes, bad effect and control of alcohol, smoking and drug addiction
CO4	Make use of the techniques of first aid
CO5	Understand the effect of heredity & environment of growth and development

Course Content

1. **Cell:** - Structure and function of different part of Cell.
2. **Skeletal System:** - Nomenclature, structure and function of bones of axial and appendicular Skelton and classification of bone.
3. **Joints:** - Meaning, importance, structure and movement at different joints.



4. **Muscles:** - Structure and function of different types of muscles, Contraction of Skeletal muscles (eccentric, concentric and static).
5. **Circulatory system:** - Structure and function of heart, arteries, veins and capillaries and mechanism of blood circulation
6. **Drug Abuse:** - Causes symptoms, bad effects and control of Alcohol, Smoking and Drugs addiction.
7. **Pollution:** - Meaning, bad effects and remedial measures of Air, Water and Noise pollution.
8. **Sports injuries:** - Cause, symptoms, first aid, treatment and prevention of (Sprain, Strain, contusion, dislocation & fracture)
9. **First Aid:** - Introduction, Definition, Aim and Principles. Types & technique of first aid.
10. **Sports Psychology:** - Introduction, Definition, Aim and Principles.
11. **Heredity and environment:** - Meaning, scope and effects of heredity and environment of growth and Development.
12. **Classification of Age:** - Chronological age, physiological age and anatomical age.

SUGGESTED READING:

- Kang, G.S. & Deol, N.S. *Health, Physical Education & Sports*
- Chanel, S. *General Science*
- Kamlesh, M.L. & Sangral M.S. (1977). *Principles and History of Physical Education*.
- Khosla, V.K., Khosla, K. & Rattan R.S. *Environmental Studies*
- Sobti, S. & Singh, S. *Environmental Education*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	2	2	1	2	1	2	2	2
CO2	1	2	3	-	1	2	1	1	2	2	2	1	3
CO3	2	2	1	1	2	2	2	3	-	2	2	1	2
CO4	1	1	2	2	1	2	2	3	2	1	2	2	-
CO5	1	1	2	1	1	1	1	1	2	1	-	2	2
Average	5.0	6.0	8.0	4.0	5.0	7.0	6.0	8.0	6.0	6.0	6.0	6.0	7.0

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Physical Education – II (Practical)

Course Code: 1301204

Semester: 2nd

Credits:-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Learn throwing & dribblet basketball
CO2	Make use the techniques of throwing discuss
CO3	Apply Fine & gross motor skills
CO4	Develop Team spirit
CO5	Adapt strategic skill to plan course of action for kho-kho

Course Content

Sr.	Game	8M (Any One)
1	Middle Distance Running	8M (Any One Style)
2	Triple Jump	8M (Any One)
3	Discuss Throw	
4	Kho-Kho, Table	
5	Tennis, Basketball	

Evaluation will be based on skill test, performance & viva voce. Contents to be covered during the practical sessions:

1. Measurement of the field and preparation of the field
2. Equipments and Materials of the game/Event.
3. Fundamental skill and lead up game.
4. Techniques.
5. Rules and Regulations of the game/Event.
6. Officiating:
7. Duties of officials Knowledge of score sheet Signals of officiating
8. Technical equipment for officiating



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	2	1	2	2	3	2	1	2	2	3
CO5	1	2	1	2	3	1	1	1	2	1	3	3	1
Average	1.4	1.8	1.6	1.6	1.6	2	1.6	2.2	2	1.4	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-II

Course Code: 1301205

Semester: 2nd

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Learn historical development of music.
CO2	Elaborate the classification of Indian musical instrument.
CO3	Explain the context of Gurmat Sangeet and Rahao Ank.
CO4	Understand elementary knowledge of Ragas Darbari, and Bhairav.
CO5	Demonstrate the skills and understanding about playing musical instruments

Course Content

Section A

1. Historical Development of music in following periods
 - a) Ramayan Period b) Mahabharat Period
2. Classification of Indian Musical Instruments.
3. Definition of the following in the context of Gurmat Sangeet: Raag, Mahla, Rahao, Ank.

Section B

1. Biographical sketches and contribution towards Indian Music of the following:
 - (a) Pt. Vishnu Digambar Paluskar (b) Gujjar Ram Vasdev
 - Ragi 2. One Shabad In Nirdharit Raga

Section C

1. Biographical Sketches and Contribution of the Following:



Course Name: Music (Vocal)-II (Practical)

Course Code: 1301206

Semester: 2nd

Credits:-2

L T P
0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Perform raag darbari, bhairvi & talas.
CO2	Skillfully sing shabad, bhajans & Gazal
CO3	Take part in playing musical instruments
CO4	Demonstrate the skills of singing
CO5	Elaborate the musical activities

Course Content

1. Performance (Raag: Darbari, Bhairav & Talas)
2. Singing (Any out of Shabad, Bhajan, & Gazal)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	-	2	2	2	3	2	2	1	2	3	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	3	-
CO3	2	1	-	1	2	1	2	3	1	2	2	3	1
CO4	1	1	2	1	2	-	2	3	2	1	3	2	2
CO5	1	2	1	2	3	1	1	1	2	-	3	3	2
Average	1.6	1.5	1.5	1.4	2	1.75	1.6	2	1.6	1.75	2.6	2.6	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: English Literature –II

Course Code: 1301207

Semester: 2nd

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze the various terms pertaining to prose especially novel & short story including their types, plot and characters etc.
CO2	Develop the short stories using various devices
CO3	Demonstrate working knowledge of the novel as in a literary genres
CO4	Analyze novel for its structure, context, and plot construction
CO5	Identify and describe distinct literary context of the novel

Course Content

Prescribed Texts:

Section-A

1. A Choice of Short Stories eds. Shakti Batran and P .S.Sidhu.

Section-B

Terms pertaining to Prose:

1. Novel
2. Short story
3. Plot and character
4. Protagonist
5. Gothic novel
6. The Epistolary novel
7. Conflict
8. The Picaresque novel
9. The Historical novel
10. The Regional novel
11. Episode
12. Adventure novel
13. Novella
14. Meta-Fiction
15. Science – Fiction

.Section-C

The Vendor of Sweets by R.K. Narayan

Section-D

Way of the World: by William Congreve

SUGGESTED READINGS:

1. Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
2. Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
3. Forster, E. M. (1985). *Aspects of the Novel* (Vol. 19). Houghton Mifflin Harcourt.
4. Murthi, R. (2019). A Study in the Dialectic of being and Becoming RK Narayanan's "The Vendor of Sweets". *Research Journal of Humanities and Social Sciences*, 10(4), 1069-1070.
5. Jha, K. J. (2004). RK NARAYAN'S THE VENDOR OF SWEETS. *Indian Writing in English: Past and Present*, 88.
6. SHARMA, R. CONFLICT OF THE EAST AND THE WEST THROUGH THE CHARACTERS OF RK NARAYAN'S THE VENDOR OF SWEETS.
7. Congreve, W. (1711). *The Way of the World: A Comedy* (Vol. 7). T. Johnson.
8. Kroll, R. W. (1986). Discourse and Power in the Way of the World. *ELH*, 727-758.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	1	1	1	1
CO2	1	2	1	-	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	-	2	1	1	2	2	1	-
CO4	1	1	2	1	1	1	2	1	2	-	2	1	2
CO5	1	1	1	2	3	1	1	1	2	1	3	2	2
Average	1.3	1.3	1.3	1.3	1.8	1.3	1.5	1.0	1.8	1.7	2.3	1.3	2.0

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- II

Course Code: 1301208

Semester: 2nd

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ ਦੇ ਨਾਟਕ ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ ਨਾਟਕ ਤੋਂ ਵਿਦੇਸੀ ਜੀਵਨ ਵਿੱਚ ਆਉਣ ਵਾਲੀਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਗੁਰਮਤਿ ਕਾਲ ਦੇ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਲੈਣਗੇ।
CO3	ਅਲੰਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਕਾਵਿ ਖੇਤਰ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨੀ ਸਿੱਖ ਜਾਣਗੇ।
CO4	ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਆਲੋਚਨਾਤਮਕ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨਗੇ।
CO5	ਨਾਟਕ ਦੀਆਂ ਕਲਾਤਮਕ ਪ੍ਰਵਿਰਤੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

1. ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ (ਨਾਟਕ), ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ, ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

ਭਾਗ-ਅ

1. ਗੁਰਮਤਿ ਕਾਲ ਦਾ ਸਾਹਿਤ (ਛੇ ਗੁਰੂ ਸਾਹਿਬਾਨ)।
2. ਸੂਫੀ ਸਾਹਿਤ (ਸ਼ੇਖ ਫਰੀਦ, ਸ਼ਾਹ ਹੁਸੈਨ, ਬੁੱਲ੍ਹੇਸ਼ਾਹ)।

ਭਾਗ-ੲ

ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰ ਨਾਲ ਸੰਬੰਧਤ ਪੰਜ ਸੰਕਲਪ ਔਚਿਤਯ, ਵਕੋਕਤੀ, ਸਾਧਾਰਨੀਕਰਨ, ਰਸ, ਅੰਲਕਾਰ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਡਾ. ਆਤਮਜੀਤ ਸਿੰਘ, ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ (ਨਾਟਕ), ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਭਾਗ- 2) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ ਧਾਲੀਵਾਲ, ਭਾਰਤੀ ਕਾਵਿ- ਸ਼ਾਸਤਰ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨਜ, ਪਟਿਆਲਾ
- ਜਗਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ

ਅੰਮ੍ਰਿਤਸਰ

- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ਲੁਧਿਆਣਾ।



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	2	1	2	-
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	3	2	-	3	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	1	1	2	-	1	1	1
Average	1.3	2.0	1.5	1.3	2.3	1.7	1.5	2.0	1.8	1.7	1.8	1.3	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-II

Course Code: 1301209

Semester: 2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	हिन्दी भाषा की उत्पत्ति एवं विकास का बोध हो जाएगा
CO2	एकांकी में भाषा शैली के तत्त्वों का विश्लेषण कर सकेंगे
CO3	हिन्दी भाषा में व्याकरण के उपकरणों का प्रयोग कर सकेंगे
CO4	विद्यार्थियों के शब्द भण्डार में वृद्धि हो सकेगी
CO5	विद्यार्थी मुहावरे और लोकोक्तियों का दैनिक जीवन में प्रयोग करना सीख जाएंगे
CO6	विद्यार्थी विभिन्न सरकारी और निजी पत्र लिखना सीख सकेंगे

Course Content

भाग – क

1. विधागत परिचय:—
 - क. एकांकी :— उत्पत्ति, स्वरूप, परिभाषा एवं तत्त्व ।
 - ख. निबन्ध :— स्वरूप, भेद, परिभाषा एवं तत्त्व ।
 - ग. उपन्यास:— परिभाषा, भेद एवं तत्त्व ।
 - घ. कहानी :— परिभाषा एवं तत्त्व ।

भाग – ख

1. अलंकार:- अनुप्रास, श्लेष, वक्रोक्ति, उपमा, रूपक।
2. मुहावरे एवं लोकोक्तियां, शुद्ध-अशुद्ध, पर्यायवाची, विपरितार्थक शब्द, अनेकार्थक शब्द, प्रत्यय।

भाग – ग

1. संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण (केवल परिभाषा एवं भेद उदाहरण सहित।
2. अपठित गद्यांश

भाग – घ

1. निबन्ध।
 2. प्रार्थना पत्र।
- सहायक पुस्तकें:-

हिन्दी व्याकरण।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	-	2	1	3	2	2	1	1	1	2	3
CO2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	-	1	2	3	2	2	2	2	2
CO5	1	1	-	2	1	-	1	1	2	1	1	-	-
CO6	2	2	3	1	2	1	1	1	1	1	2	2	2
Average	1.4	1.4	1.8	1.2	1.5	1.3	1.4	1.8	1.6	1.6	1.8	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: History of Punjab-II

Course Code: 1301210

Semester: 2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Develop understading about the impact of Alixander's and Maurys.
CO2	Illustrate the contribution of kushans in Punjab and Gupta Empires.
CO3	Describe the vardhana emperors and Punjab the country to 1000.
CO4	Apply the knowledge of political, social, cultural history of Punjab.
CO5	Develop understanding of art and their art activities and development of education

Course Content

Section- A

1. Alexander's invasion and its impact
2. Punjab under Mauryas

Section- B

1. The Kushans and their contribution to the Punjab.
2. The Punjab under the Gupta Emperors

Section- C

1. The Punjab under the Vardhana emperors
2. The Punjab from 7th Century to 1000 A.D. (A Survey of Political and socio-cultural history of Punjab)

Section- D

1. Development of Art and Architecture up to 1000 A.D.
2. Development of Education in Punjab up to 1000 A.D.

SUGGESTED READINGS:



- L.M. Joshi (ed) : *History and Culture of the Punjab,Part-I*,
- L.M. Joshi and Fauja Singh (ed.): *History of Punjab, Vol.I*
- Prakash, B. (1966). *Glimpses of Ancient Panjab*. Punjabi University, Department of Punjab Historical Studies.
- Sharma, R.N.*Life in NorthernIndia*
- Tripathi,R.S. *History of AncientIndia*
- Pandey,V.C. *Political and Cultural History ofIndia*
- Thapar, R. *A History of India Vol.I*
- Basham,A.L. .*The Wonder that wasIndia*
- Dhillon,S.K. *The Religious History of Early MedievalPunjab*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	-	2	1
CO2	1	2	1	1	1	2	-	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	-	1	1	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	-	1	2	1	1	2	1
Average	1.2	1.4	1.2	1.5	1.6	1.8	2.0	2.0	1.6	1.4	1.8	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History-II

Course Code: 1301211

Semester: 2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Examine institutional basics of ancient India
CO2	Understand the period of Vardnas in relation to political,religion and educational context
CO3	Develop understanding of the different dynasties and kingdom
CO4	Evaluate the administrative and social life of Cholas, Padyas and Cheras
CO5	Analysis critically Mahmud Ghazni and Muhammad Ghori invasion in India



Course Content

Section-A

1. The Age of Vardnas: Establishment of Vardhana Kingdom; Harsha's campaigns and political relations; sources of revenue; patronage of religion literature and education; account of HiuenTsang.
2. The Rajputs: origin of the Rajputs; policy, society and culture under the Rajputs.

Section-B

1. Dynasties in the south: Rastrakutas, pallavas, satavahanas, Gujara-pratiharas, cholas, pandyas, and cheras: Establishment and Administration, Social, Cultural, Economic life.
2. The Chalukayas: Their Origin, Political Achievement of the Chalukayas Kings (Vatapi).

Section-C

1. Rastrakuta, Pallavas, Gujara-Pratiharas, Cholas, Padyas, Cheras, Social, administration, cultural, economic life.
2. Mahmud of Ghazni and his invasion to India.

Section-D

1. Muhammad of Ghori and his Indian invasions.
2. Maps: (a) Harsha's empire. (b) Important places in South India: Amaravati, Kalyani, Kanchipuram, thanjaur, Nagapottinam, Gangaikonda Cholapuram, Vengal, Kalinga, Vangaderam, Badami, Patapi, Vangai, Manyakheta, Ellora.

SUGGESTED READING:

- Basham, A.L. (1992). *Wonder That Was India*, Calcutta: Rupa.
- Jha, D.N. (2005). *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. ed.).

Basham, A.L. (1992). *Wonder That Was India*, Calcutta: Rupa.

Goyal, S.R., (1987). *A History of Indian Buddhism*, Meerut: Kasumanjli Prakashan, .Habib, Irfan, Vivekanand Jha Mauryan India, And Delhi: Tulika Books, 2004.

Jha, D.N. (2005) *Ancient Indian an Historical Outline*, Delhi: Manohar (2nd Rev. Ed.),

Pandey, V.C. and Pandey. (1999). *A.C New History of Ancient India*, Jalandhar: A.B.C.

Ray Chaudhary, H.C. (1996) (Re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press.

Sastri, K.A. (1958) *A History of South India*, 2nd ed., Oxford University Press,.

Sastri, K.A. (1995). *History of South India, from pre-historic times to the fall of*



vijaynagar, (4th ed.), Delhi: Oxford University Press,

Sharma, R.S. (1991). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarasidas,.

Sharma, R.S. (2005). *India's Ancient Past*, Delhi: Oxford University Press,

Sharma, R.S. (1995). *Looking for the Aryan*, Hyderabad: Orient Longman.

Thapar, R. (2002). *Early from the Origin to A.D. 1300*, Penguin, Altekhar, A.S. State and Government in Ancient India, Delhi: Motilal Banarsidas, 1965.

Bryant, E. (2001). *Origin of Vedic Culture*, Delhi: Oxford University Press.

Charkrabarti, U. (1987). *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press.

Chattopadhyaya, B.D. (2003). *Studying Early India*, Delhi: Permanent Black.

Goyal, S.R. (1967). *History of Imperial Guptas*, Meerut; Kusumanjali.

Jha, D.N. (ed.), (1985). *Society and Ideology in India*, Delhi: Sterling Publisher.

Levin-Bongard, G.M., (1966). *Mauryan India*, Delhi: Munshiram Manoharlal.

Maity, S.K. (1975). *The Imperial Gupta and their times*, Delhi; Motilal Banarsidas,

Ratnagar, Shereen, (1991). *Enquiries into the Political Organization of Harappan Society*, Pune: Ravish,.

Thapar, R. (1997). *Asoka and the decline of the Mauryas*, Delhi: Oxford University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	1	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2	1
CO5	1	2	1	2	3	2	1	1	2	1	1	3	3
Average	1.2	1.6	1.2	1.4	1.8	1.4	1.6	2	1.6	1.6	1.6	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Political Science-II

Course Code: 1301213

Semester:2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding of political system and its working
CO2	Value the universal declaration of human rights and work of community service
CO3	Understand the concepts of liberty, equality, individuality, democracy and justice.
CO4	Explain the concept of political culture, its nature and scope.
CO5	Apply the knowledge of political socialization and its agencies

Course Content

Section-A

1. Political System: Meaning, definition, characteristics and Scope
2. Political Culture: Meaning, definition, Characteristics and Types.
3. Political Socialization: Meaning, characteristics & agencies.

Section-B

1. Rights & Duties: Meaning, types & its relationship between both.
2. Universal Declaration of Human Rights and its classification.
3. Democracy: Meaning, features, & types.

Section-C

1. Liberty: Meaning, definition, types and its safeguards.
2. Equality: Meaning, definition, types & relationship between liberty and equality.

Section-D

1. Justice: meaning and its various dimensions.
2. Social Change: Meaning and its various dimensions and Theories.

SUGGESTED READINGS

- Badyal, J.S. *Political System of India*.
- Johri, J.c. *Principles of Political Science*, Sterling Publishers, Delhi
- Verma, S.P. *Political Theory*, Geetanjali House, New Delhi, Jain, M.P. *Political Theory*,



- Nanda,S.S.Political System of India Theory (Punjabi &English)Nanda Publications.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	1	2	1
CO2	-	2	1	1	1	2	1	-	2	2	2	2	2
CO3	2	2	1	-	2	1	2	3	1	2	2	2	2
CO4	2	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	2	1	2	3	1	2	1	2	-	3	2	3
Average	1.8	1.6	1.2	1.5	2.0	1.4	1.8	2.3	1.6	1.8	2.0	2.0	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Business Communication

Course Code: 1301224

Semester:2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand meaning, importance, objectives & functions of communication.
CO2	Develop skill of communication & understanding business terminology.
CO3	Develop skills of using different techniques of effective speech such as teleconferences, group discussion, public address system etc.
CO4	Make use of skills of writing business letters
CO5	Apply the knowledge of information technology for communication

COURSE CONTENT

1. Introduction toCommunication

Meaning and Definition, Process, Functions, Objectives, Importance, Essentials of good communication, Communication barriers, overcoming communication barriers

2. Types of Communication

Written , Oral , Face-to-face , Silence , Merits and limitations of each type

3. BusinessLetters

Need and functions of business letters, planning & layout of business letter, Kinds of business letters, Essentials of effective correspondence,

4. OralCommunication

Meaning, nature and scope , Principles of effective oral communication , Techniques of



effective speech, Media of oral communication (Face-to-face conversation , Teleconferences , Press Conference ,Demonstration , Radio Recording , Dictaphone , Meetings , Rumors , Demonstration and Dramatizations , Public address system , Grapevine , Group Discussion , Oral report , Closed circuit TV). The art of listening, Principles of good listening

5. Information Technology for Communication

Word Processor , Telex , Facsimile(Fax) , E-mail , Voice mail , Internet , Multimedia, Teleconferencing , Mobile Phone Conversation , Video Conferencing , SMS , Telephone Answering Machine, Advantages and limitations of these types.

6. Topics Prescribed for workshop/skilllab

Group Discussion Mock Interview

Decision Making in a Group Written Communication

SUGGESTED READINGS:

- Sinha, K. K. *Business Communication*. Galgotia Publishing Company, New Delhi.
- Pal,R. and Korlhalli, & Chand, J. S. S. *Essentials of Business Communication*, ultan & Sons, New Delhi
- Singh, N. *Business Communication (Principles, Methods and Techniques)*. Deep & Deep Publications Pvt. Ltd., New Delhi.
- Sharma,R.C.&Mohan, K.*Business Correspondence and Report Writing*.Tata McGraw, Hill Publishing Company Limited, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	1	1	2	1	2	2	2	3	3	1
CO2	2	1	1	2	2	-	2	3	1	2	2	3	3
CO3	1	2	2	2	1	1	2	3	2	1	3	2	1
CO4	1	3	1	2	3	1	1	-	2	1	3	3	2
CO5	2	1	2	1	-	2	2	1	2	2	2	2	2
Average	1.5	1.8	1.5	1.8	2.0	1.3	1.8	2.3	1.8	1.5	2.5	2.5	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Economics-II

Course Code: 1301214

Semester:2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the strategy of Indian economy in terms of agriculture and Industry sector.
CO2	Recognize the industrial pollution and impact on economy.
CO3	Explain the Indian Tax system and its types.
CO4	Describe the Indian planning
CO5	Understand the main economic problems and resources distribution

Course Content

Section –A

Features of Indian Economy on the eve of Independence, Nature and Characteristics of Indian Economy, New Agriculture Strategy and Green Revolution Land Reforms: Need, Implementation and Critical Evaluation.

Section –B

Industry: Problems of Industrial Development, Public and Private Sector. Role and Problems of Small and Large Scale Industries, Industrial pollution and its impact on environment

Section -C

Indian Tax Structure: features and types. Balance of Payment problem, Role of export promotion and import substitution,

Section –D

Planning: Objectives, Strategy and Achievements of Indian Planning, Major Indian Economic Problems: Inflation, Inequality, Unemployment, Poverty, Population Growth, Division of financial resources between Centre and the States.

SUGGESTED READINGS:

- Dhar,P.K.(1999). *Indian Economy*, Kalyani Publishers,Ludhiana.
- Gill,K.S.*Evolution of Indian Economy*, NCERT, NewDelhi.
- Aggarwal,A.N.*Indian Economy*, Wiley EasternLtd.
- Datt,R.&Sundram,K.P.M. *Indian Economy*, S. Chand & Co. (Latest Edition).
- Soni,R.N.*Leading Issues in Agriculture Economics*, Sohan Lal Nagin Chand &Sons.



- A. Ghosh (Trans. Avtar Narinder Singh): *Bhartiy Arth Vivstha* (Punjabi University, Patiala).
- Singh, C.H. *Bharti Arth Shastar*. Punjabi University, Patiala.
 - Misra, S.K. & Puri, V.K. (*English & Hindi Medium*): *Indian Economy*, Himalya Publishing House, Mumbai (Latest Edition).
 - Tandon, B.B. & Tandon, K.K. (1998). *Indian Economy*, Tata McGraw Hills Pub. Co., New Delhi.

SUPPLEMENTARY READINGS:

1. Government of India: Five Year Plan (latest).
2. Government of India: Economic Survey (latest).

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	1	1	2	3	2	2	2	2	3
CO4	2	1	1	2	3	1	1	1	2	1	3	1	2
CO5	1	2	2	1	2	1	2	1	2	2	2	2	1
Average	1.4	1.4	1.4	1.2	1.8	1.2	1.6	1.8	1.8	1.8	2.2	1.4	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Sociology-II

Course Code: 1301215

Semester: 2nd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the concept of social interaction.
CO2	Identify the characteristics of social groups.
CO3	Describe the importance and functions of Family and Marriage.
CO4	Elaborates social deviance and its dysfunction to society.
CO5	Explain the process integrative and disintegrative of society.



Course Content

Section-A

1. Social Interaction and Social Processes: Concepts of social interaction and social processes: types of social processes.
2. Integrative and Disintegrative (Cooperation, accommodation, assimilation, competition and conflict).

Section-B

1. Social Groups: Definition, characteristics.
2. Types: (Primary and secondary, in group and out-group).

Section-C

1. Social Institution: Marriage (Definition and functions).
2. Family (Definition and functions) and Religion (Definition and functions).

Section-D

1. Social Control: Meaning and agencies of social control.
2. Social Deviance: Meaning, factors.

SUGGESTED READINGS:

- Kingsley, D. (1978). *Human Society*, London: Mac Millan Company.
- Anthony, G. (2001). *Sociology*, London: Polity.
- Haralambos, M. (1980). *Sociology: Themes and Perspective* London : Oxford University Press
- Jayaram, N. (1988). *Introductory Sociology*, Madras: Macmillan India
- Johnson, Harry, M. (1980). *A Systematic introduction*, Delhi: Allied Publishers.
- Mair, Lucy. (1972). *An Introduction to Social Anthropology*, London: Oxford Clarendon Press
- Mujamdar, D.N. & Madam
- Shankar, C.N. (2005). *Sociology Part-I* Jalandhar: New Academic Publishing House.
- Schaefer, Richard T. (1999). *Sociology*, New Delhi: Tata McGraw-Hill.
- Srinivas, M.N. (1995). *Social change in Modern India*, New Delhi: Orient Longman.
- Srivastava, A.R.N. (2005). *Essentials of Cultural Anthropology*, New Delhi: Prentice Hall of India.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	-	2	2	2	2
CO3	-	1	2	1	1	1	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	-	1	2	1	3	2	1
CO5	2	1	2	1	1	2	2	1	2	2	2	2	3
Average	1.8	1.4	1.8	1.4	1.6	1.4	1.8	1.8	2.0	1.6	2.2	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Differential Equations

Course Code: 1301216

Semester: 2nd

Credits:03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the methods of forming and solving partial differential equations and Solve linear differential equations with constant and variable coefficients
CO2	Distinguish linear and non- linear differential equations, ordinary and partial differential equations that help to develop problem solving skills for solving various types of differential equations.
CO3	Find Particular integral of the forms of $\sin ax$ and $\cos ax$, Homogeneous linear equations and Linear differential equations of second order,
CO4	Compute all the solutions of second and higher order linear differential equations with constant coefficients, linear equations with variable coefficients.
CO5	Develop the method of variation of parameters

Course Content

Section – A

Formulation of differential equations, Order and degree of a differential equation, equations of first order and first degree, solutions of equations in which variables are separable, Homogeneous equations, Linear equations and Bernoulli equations, Exact differential equations, integrating factors, Change of variables. Equations of the first order and higher degree, Equations solvable for p , y and x , Clairaut equation, Lagrange's equation, Trajectories

Section – B

Linear differential equations with constant coefficient, Complementary function and particular integral, Particular integral of the forms, $\sin ax$, $\cos ax$ and, Homogeneous linear equations.

Linear differential equations of second order, Complete solution in terms of known integral belonging to the complementary function, Normal form, Change of independent variable, Method of undetermined coefficients, Method of variation of parameters, Simultaneous equations with constant coefficients, Simultaneous equations of form .

SUGGESTED READINGS:

- Earl D. Rainville and P. E. Benediet, (1989). *Elementary differential equations*, Seventh edition, Macmillian, Publishing Company,



- Edwards,C. H. and Penny,D. E. (2005). *Differential Equations and Boundary Value Problems: Computing and Modelling*, Pearson education, India.
- C.H. Edwards andD.E. Penny,(2005). *DifferentialEquations and Boundary Value problems Computing and Modeling*, Pearson Education India,
- S.L. Ross, (2004). *Differential Equations*,3rd Ed., John Wiley and Sons, India,
- MarthaL Abell,JamesP Braselton, (2004). *Differential equations with mathematica*,3rdEd., Elsevier Academic Press,
- Khalil, A. (2012). *Text Book of Differential Equations*, World Education Publishers.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3
CO1	2	-	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	-	2	3	1	2	2	-	1
CO4	1	1	2	1	1	1	2	3	2	1	2	2	3
CO5	2	1	1	1	2	1	2	3	-	2	2	1	2
Average	1.6	1.3	1.2	1.2	1.4	1.8	1.8	2.4	1.5	1.6	1.8	1.5	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Modern Algebra

Course Code: 1301217

Semester: 2nd

Credits:03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Define Set, types and its operations, Binary relations like Reflexive, symmetric and transitive and furthermore, functions such as Injective, surjective and Bijjective.
CO2	Test the homomorphic and isomorphic properties of group’s and rings.
CO3	Explain the properties of groups, rings and different types of groups and rings
CO4	Develop proofs of results on Permutation groups ,Cyclic groups, Quotient group, Subgroups, subrings , quotient rings
CO5	Recall the definitions of groups ,rings, functions and also examples of groups and rings and learn the concepts of ordered integral domains and Unique Factorisation Domains



Course Content

Section A

Group Theory

Sets, relations, functions, binary operations, Definition of groups with examples and its elementary properties, subgroups, order of an element of a group, cyclic groups, coset decomposition, Lagrange's theorem and its consequences, normal subgroup and factor groups. Various types of groups up to order 8

Group Homomorphism, Isomorphism, kernel of a homomorphism, The homomorphism theorems, The isomorphism theorems, Permutation groups, Even and odd permutations, Alternating groups, Cayley's theorem, and Regular permutation group.

Definition and examples of Automorphism, inner automorphism, automorphism group of finite and infinite cyclic groups, conjugacy relation, normalizer and centre, External direct products, definition and examples of internal direct products

Class equation of a finite group and its applications, structure of finite abelian groups, Cauchy's theorem, Sylow's theorem and consequences, Definition and example of Simple groups, non- simplicity test

Section B

Ring Theory

Rings and their elementary properties, Integral domain, Field. Subrings, Ideals and their properties, Field of quotients, Quotient rings.

Homomorphism of rings and its properties, Kernel of a homomorphism, Natural homomorphism, Isomorphism and related theorems, Euclidian rings, unique factorization theorem

Rings of polynomials over a field F , Properties of $F[X]$, Rings of Gaussian integers, Rings of polynomials over rational field. Primitive polynomials and their properties, Gauss' Lemma and Eienstien's criterion for irreducibility

Polynomial rings over commutative rings, unique factorization domain and its properties

SUGGESTED READINGS:

- Edgar G. Goodaire and Michael M. Parmenter (2003). *Discrete Mathematics with Graph Theory*, 2nd Edition, Pearson Education (Singapore) P. Ltd., Indian Reprint.
- Rudolf Lidl and Gunter Pilz, (2004). *Applied Abstract Algebra*, 2nd Ed., Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint,
- Stephen H. Friedberg, Arnold J. Insel, Lawrence E. Spence, (2004).



Linear Algebra, 4th Ed., Prentice-Hall of India Pvt. Ltd., New Delhi,

- Joseph A. Gallian, (1999). *Contemporary Abstract Algebra*, 4th Ed., Narosa Publishing House New Delhi,
- S. Lang, (2005). *Introduction to Linear Algebra*, 2nd Ed., Springer,.
- Gilbert Strang, (2007). *Linear Algebra and its Applications*, Thomson
- Davey and H.A. Priestley, (1990). *Introduction to Lattices and Order*, Cambridge University Press, Cambridge
- Kenneth Hoffman, Ray Alden Kunze, (1971). *Linear Algebra*, 2nd Ed., Prentice-Hall of India Pvt. Ltd.,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	1	2	1	3	2	2	1	1	1	2	2
CO 2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO 3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO 4	1	1	2	1	1	1	2	3	2	1	2	2	2
CO 5	1	2	1	1	1	2	1	1	2	2	2	1	3
Average	1.4	1.4	1.2	1.2	1.25	1.8	1.6	2	1.6	1.6	1.8	1.4	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Probability and Statistics

Course Code: 1301218

Semester: 2nd

Credits:02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Describe the Probability and its distributions such as binomial distributions, poisson distribution and basic laws of total probability and compound probability in statistics.
CO2	Categorize appropriate sampling processes such as random sampling, large sample tests of means and proportion. <i>t</i> -student, (chi square) and <i>F</i> distributions (without derivation) and testing of hypothesis based on them. 2χ
CO3	Recall the methods of classifying and analyzing data relative to single variable and multiple variables.
CO4	Distinguish between the practical purposes of a large and a small sample and
CO5	Understand that correlation coefficient is independent of the change of origin and scale

Course Content

Section A

Sample space and events, algebra of events, axiomatic approaches, conditional probability, basic laws of total probability and compound probability, Bayes' theorem, Independence.

Discrete and continuous random variables, mathematical expectation, variance, moment about a point, central moment, moment generating function, Binomial, Poisson, Normal and Rectangular distributions

Two-dimensional random variables, joint distribution functions, marginal distributions, covariance, linear regression and correlation, rank correlation, least square method of fitting regression lines.

Section B

Sampling, random sampling, large sample tests of means and proportion. t -student, (chi square) and F distributions (without derivation) and testing of hypothesis based on them. 2χ

SUGGESTED READINGS:

- Irwin Miller and Marylees Miller, (1975). *John E. Freund's Mathematical Statistics with Applications*, Pearson Education.
- Robert V. Hogg, Allen Craig Deceased and Joseph W. McKean, (2002). *Introduction to Mathematical Statistics*, Pearson Education.
- Sheldon M. Ross, (2009). *Introduction to probability and statistics for engineers and scientists*, Elsevier Academic Press.
- Goon, A.M., Gupta and M.K., Dasgupta, (1991). *Fundamental of Statistics*. Vol 1. world , B. Press. Calcutta.
- Chung, K.L. (1974). *A Course in Probability theory*. Linear Statistical Inference and its applications , Wistern.
- Goon, A.M., Gupta, M.K. and Dasgupta, B. (1985). *An Outline of Statistical Theory*. Vol. I, ,3rd ed. World Press.
- Bhat, B. R., Srivenkatraman, T., and Rao Madhava, K. S. (1997) . *Statistics: A Beginner's Text*, Vol. I. New Age International (P) Ltd.
- Croxton F.E., Cowden D. J., and Kelin, S (1982). *Applied General Statistics*, Prentice-Hall of India, 3rd Edition.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	-	1	2	1	3	2	2	1	1	1	2	1
CO 2	1	2	1	1	1	2	1	-	2	2	2	1	2
CO 3	2	1	1	-	2	1	2	3	1	2	2	1	2
CO 4	1	1	2	1	2	-	2	3	2	1	2	2	2
CO 5	1	2	1	1	1	2	1	1	2	2	2	-	1
Average	1.4	1.5	1.2	1.3	1.4	2.0	1.6	2.3	1.6	1.6	1.8	1.5	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name Home Science-II

Course Code: 1301219

Semester:2nd

Credit-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	develop the understanding about health and personal hygiene
CO2	provide the knowledge of food hygiene
CO3	Identify various methods to purify water from different resources
CO4	Apply first aid/remedies of different diseases
CO5	Demonstrate the practical knowledge and understanding of home science

Course Content
Human Health and Hygiene

SECTION-A

1. Hygiene:
 - a. Definition of hygiene.
 - b. Definition of infection, sources, carrier and control
 - c. Definition and types of immunity.
2. Food Hygiene:
 - a. Definition
 - b. Hygiene during preparation, service and storage of food.
 - c. Food poisoning, causes and prevention.
3. Purification and storage of water for home.

SECTION - B

4. Causes and spread of following diseases:
 - a. Caused by insects-malaria, dengue
 - b. Conveyed by ingestion-enteric fever, cholera, dysentery and diarrhea.
 - c. Spread by droplet infection, chicken pox, measles, mumps and tuberculosis.
 - d. Sexually transmitted diseases –AIDS.

SUGGESTED READINGS:

- Best & Taylor (1975): *The living body*, Bombay, Asia Publishing House.
- Best & Taylor (1970): *Human Body: Its Anatomy & Physiology*, London Chapman & Hall Ltd.



- Best & Taylor (1979): *Physiological basis of medical practice*, Baltimore, Williams & WilkinsCo.
- Amour F.E.D. (1961): *Basic Physiology*, London, University of ChicagoPress.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	1
CO3	1	1	2	1	1	1	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	1	1	2	1	3	3	1
CO5	2	1	2	1	1	2	2	1	2	2	2	2	2
Average	1.6	1.4	1.6	1.4	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Home Science-II (Practical)

Course Code: 1301220

Semester:2nd

Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of this course, the students will able to:

CO	Statement
CO1	Measure body temperature, pulse rate and blood pressure
CO2	Gain the practical knowledge of first aid techniques
CO3	Give immediate assistance to any person suffering from minor illness and injuries.
CO4	Promote good health and hygiene.
CO5	Demonstrate the practical knowledge and efficiency in home science

Course Content

1. Measuring body temperature.
2. Measuring Blood Pressure, and pulse rate
3. First Aid Techniques for Injuries-Burns, Cuts, Sprains and Fractures, poisoning and Drowning.
4. First Aid Techniques for-Cardiac Problems, Choking, and Unconsciousness.

SUGGESTED READINGS:

- Best & Taylor (1975): *The living body*, Bombay, Asia Publishing House.
- Best & Taylor (1970): *Human Body: Its Anatomy & Physiology*, London Chapman & Hall Ltd.



- Best & Taylor (1979): Physiological basis of medical practice, Baltimore, Williams &WilkinsCo.
- Amour F.E.D. (1961): Basic Physiology, London, University of ChicagoPress.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	1	2	1	1	1	2	2	1
CO2	2	2	2	2	2	2	2	1	2	2	2	2	2
CO3	2	2	1	1	1	2	1	1	1	1	2	2	3
CO4	2	1	2	2	1	2	2	2	2	2	2	1	2
CO5	1	2	3	1	1	2	1	1	2	2	2	2	1
Average	1.8	1.6	2	1.6	1.4	1.8	1.6	1.2	1.6	1.6	2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-II

Course Code: 1301221

Semester:2nd

Credit-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Classify textile fibres
CO2	Examine fibre to fabric processing (with special reference to the properties)
CO3	Develop knowledge of Yarn Construction
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Apply the principles and elements of design.

Course Content

SECTION-A

1. Classification of textile fibres, types of yarn.
2. Fibre to fabric processing (with special reference to the properties)
 - (a) Natural fibres - (i) Cotton (ii) Silk (iii) Wool
 - (b) Synthetic fibre -(i) Polyester (ii) Nylon

SECTION-B

3. YarnConstruction
4. FabricConstruction

5. Weaves
6. Principles ofDesign:

- (a) Balance
- (b) Emphasis
- (c) Rhythm
- (d) Proportion
- (e) Liearmony

SECTION-C

7. Elements ofDesign:

- (a) Line
- (b) Form/Shape
- (c) Texture
- (d) Colour

SECTION-D

8. Applications of the principles and elements of design.

The basic figure types:

- (i) Short andthin
- (ii) Short andStout
- (iii) Tall andthin
- (iv) Tall andstout
- (v) Average.

SUGGESTED READINGS:

- Hess , *Textile and its Cares:*
- Tyagi, S.D. *Fundamentals of Textiles*



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	3
CO2	2	1	3	1	2	1	2	3	1	2	2	1	2
CO3	3	3	2	1	1	3	2	3	2	1	2	2	1
CO4	1	2	2	2	3	1	3	3	2	1	3	3	3
CO5	2	1	2	1	1	2	2	3	2	2	2	2	2
Average	2.0	1.8	2.0	1.4	1.6	1.8	2.0	2.6	1.8	1.6	2.2	2.2	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-II (Practical)

Course Code: 1301222

Semester:2nd

Credit-2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	use industry terminology and equipment in appropriate ways
CO2	Learn basic sketching
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Get knowledge of Fashion figure - 8½, 10 and 12 heads, front, back and ¾profile

Course Content

1. Basics Samples:

- (a) Stitching samples-straight, circular, square, spiral curvilinear&chevours.
- (b) Seams and seam finishes - plain, lap, run and fell&mantrcounterhempiped, pinking, overlocking & turned &stitched.
- (c) Bastings-Straight (running and tacking) Diagonal tar tailor'sstack.
- (d) Hemmings - Vertical (Invisible) Slanting (Visible) lipsstitching, blind stitching.
- (e) Facings & Bindings - round, square, 'V' shapeand shapedneckliness.

- (f) Plackets and Fastness - Two piece (Kurta placket and Blouse placket) One piece, extended, bodice, Zipper, placket.
 - (g) Fullness treatment gathers into a band, Shirring, Smocking, tucks, darts, and pleats.
- (A) Fancy embroidery stitch sampler:

Stem, back, chain, satin, long & short, feather, blanket, bullion, French knots, herringbone, double knot, random crow fly stitch, couching, daisy and double daisy.

- (B) Samples of applique work.

2. Basic Sketching:

1. Sketching eyes, nose, ear, lips, face, hands, arms, feet, legs and hairstyles.
2. Fashion figure - 8½, 10 and 12 heads, front, back and ¾ profile

V. Construction of Panty and Bloomer.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	1
CO2	2	1	3	1	2	1	2	3	1	2	2	1	2
CO3	3	3	2	1	1	3	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	3	3	2	1	3	3	1
CO5	2	1	2	1	1	2	2	3	2	2	2	2	3
Average	2.0	1.8	2.0	1.4	1.6	1.8	2.0	2.6	1.8	1.6	2.2	2.2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name Religious Studies-II

Course Code: 1301223

Semester:2nd

Credit:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Outline the knowledge of Sikhism based on the spiritual teachings of Guru Nanak, the first Guru (1469-1539), and the nine Sikh gurus that succeeded him.
CO2	Appraise the eternal, religious spiritual ethics of Sikhs.
CO3	Get knowledge of classical and contemporary approaches to the study of religion.
CO4	Discover the beliefs, practices and institutions of religion related to the thesis or examination area.
CO5	Develop an academic skill that is transferable to a variety of careers, which includes critical thinking, higher level research and writing, textual analysis, and visual and oral presentation.

Course Content

Section- A

SIKH RELIGION

(ਇਤਿਹਾਸਿਕ ਪੱਖ)

1. ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆਵਾਂ
2. ਗੁਰਿਆਈ ਦੀ ਸੰਸਥਾ ਦਾ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ
3. ਸਿੱਖ ਧਰਮ ਦੇ ਵਿਕਾਸ ਵਿੱਚ, ਮੰਜੀ ਪ੍ਰਬੰਧ, ਸੰਗਤ, ਕੀਰਤਨ।

Section –B

(ਸਿੱਖ ਧਰਮ ਗ੍ਰੰਥ)

4. ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ:- ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਬਾਣੀਕਾਰਾਂ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ।
5. ਜਪੁ ਬਾਣੀ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ।
6. ਬਾਰਾਮਾਹ (ਮਾਝ) ਵਿੱਚ ਮਨੁੱਖੀ ਜੀਵਨ ਦੇ ਅਧਿਆਤਮਕ ਸੰਦੇਸ਼।

Section –C

(ਸ਼ਹਾਦਤ ਪੱਰਪਰਾ ਅਤੇ ਸਮਕਾਲੀ ਪ੍ਰਸਥਿਤੀਆਂ)

7. ਵਿਸ਼ਵ ਧਰਮਾਂ ਵਿੱਚ ਸ਼ਹਾਦਤ ਦੇ ਸਿੱਖ ਪ੍ਰਸੰਗ ਵਿੱਚ ਸ਼ਹਾਦਤ ਦੇ ਸੰਕਲਪ ਦੀ ਵਿਆਖਿਆ।
8. ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਦੀ ਸ਼ਹਾਦਤ ਦੇ ਕਾਰਨ ਅਤੇ ਸਮਕਾਲੀ ਪ੍ਰਸਥਿਤੀਆਂ।
9. ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ ਦੀ ਸ਼ਹਾਦਤ ਦੇ ਕਾਰਨ ਅਤੇ ਸਮਕਾਲੀ ਪ੍ਰਸਥਿਤੀਆਂ।

Section –D

(ਸਿੱਖ ਸੰਸਥਾਵਾਂ)

10. ਗੁਰਦੁਆਰਾ ਸੰਸਥਾਵਾਂ ਦਾ ਮੁੱਢ ਤੇ ਵਿਕਾਸ।
11. ਸਰਬਤ ਖਾਲਸਾ।
12. ਅਕਾਲ ਤਖਤ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-

1. ਸਰਦੂਲ ਸਿੰਘ ਕਵੀਸ਼ਰ:- ਸਿੱਖ ਧਰਮ ਦਰਸ਼ਨ (ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
2. ਮਹਿੰਦਰ ਕੌਰ ਗਿੱਲ:- (ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਸੰਪਾਦਨ ਕਲਾ)
3. ਪ੍ਰੋ:- ਸਾਹਿਬ ਸਿੰਘ:- ਜਪੁਜੀ ਸਾਹਿਬ ਸਟੀਕ
4. ਗੰਡਾ ਸਿੰਘ, ਤੇਜਾ ਸਿੰਘ (ਸਿੱਖ ਇਤਿਹਾਸ ਭਾਗ 1 ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	1	2	2	1	1	2	2	1
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	1	2	1	1	1	2	1	2	2	1	2	2	1
CO4	2	1	2	2	2	2	2	2	2	2	2	2	3
CO5	2	2	2	2	1	2	1	1	2	2	2	2	1
Average	1.8	1.8	1.8	1.8	1.6	1.8	1.6	1.8	1.8	1.6	2	2	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Language Across the Curriculum

Course Code: 402105

Semester: 3rd

Credits:-3

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design the curriculum for teacher and learners’ usage
CO2	Develop the communication skills in the students
CO3	Make use of language skills Oracy, writing, Reading and listening
CO4	Identify the use of language in different context
CO5	Determine the effectiveness of self study and references skills

Course Content

Section-A

1. Language across the curriculum: meaning, origin and objectives.
2. Language as a means of construction of reality



3. Language and experience

Section-B

1. Conceptformation
2. Language of textbooks in differentsubjects

Section-C

1. Oracy, listening, reading andwriting
2. Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, readingability;

Section-D

1. School language and home language; Language as an aspect of teacher-child relationship
2. Distinction between language as a school-subject and language as a means of learning andcommunication

SUGGESTED PROJECTS:

1. To elaborate their theoretical understanding, students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
2. Analysis of text books languages and other materials used in different subjects from the point of view of registers and styles used in them.
3. Project on Language environment of school

SUGGESTED READINGS:

- Vollmer, H. J. (2009). Language across the curriculum. In *Proceedings from the Conference of Languages in Education, Ljubljana, Slovenia* (pp. 27-39).
- Fillion, B. (1979). Language across the curriculum: Examining the place of language in our schools. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 14(001).
- Thaiss, C. (1986). *Language across the Curriculum in the Elementary Grades*. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 25735, \$6.00 member, \$7.80 nonmember)..
- Grenfell, M. (2002). *Modern languages across the curriculum*. Taylor & Francis.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	1	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	2	1	1	2	1	2	2	1
Average	1.4	1.6	1.8	1.4	1.6	1.8	1.6	2.2	2	1.4	2	1.6	1.6

The Correlation Levels Are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” Indicates There Is No Correlation

Course Name: Learning and Teaching

Course Code: 402201

Semester: 3rd

Credits:-2

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the nature of assessment and its role in teaching learning process.
CO2	Critically analyze the role of assessment at different domains of teaching.
CO3	Develop the skill of construction of testing tools.
CO4	Manage and implement assessed data.
CO5	Examine different trends and issues in assessment.

Course Content

Section-A

1. Meaning and principles of development, relationship between development and learning.
2. Dimensions of individual development: physical, cognitive, language, affective, social and moral, their inter-relationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
3. Meaning of 'Cognition' and its role in learning.
4. Socio-cultural factors influencing cognition and learning.
5. Facilitating Holistic development (for self and society).

Section-B

1. Implicit knowledge and beliefs about learning (demystifying misconceptions).
2. Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing



selectively on the ideas of Skinner, Piaget, Sternberg, Rogers, Vygotsky).

3. Concepts and principles of each perspective and their applicability in different learning situations
4. Relevance and applicability of various theories of learning for different kinds of learning situations
5. Role of learner in various learning situations, as seen in different theoretical perspectives
6. Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, Co-learner.

Section-C

1. Concept of Profession; Teaching as a profession
2. Professional ethics for teachers.
3. Concept and nature of teaching
4. Reflective teaching: concept and strategies for making teachers reflective practitioners.
5. Theories of teaching
6. Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model.
7. Approaches to Teaching-learning, Behaviouristic approach, Systematic approach; Cognitivist approach, Constructivist approach

Section-D

1. Concept of pedagogy
2. Principles and techniques of pedagogy.
3. Simulated Teaching
4. Micro Teaching
5. Approaches to student teaching
6. Case Analysis; Analysis of teaching of effective teachers

Sessional Work (Prepare any three)

- Analysis of learning situations through case study, presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

SUGGESTED READINGS:

- Aggarwal J C.(2010). *Essentials of Educational Psychology*, Vikas Publishing House Ltd. New Delhi.



- Chauhan S S.(2009).*Advanced Educational Psychology*, Vikas Publishing House Ltd. New Delhi
- Charles,E.,&Skinner. (2012).*Educational Psychology* P H I Learning Pvt. Ltd.- New Delhi.
- Dandapani S.(2000). *A Text Book of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd. NewDelhi,
- De Cecco J P.(1996).*Learning and Instruction*, Prentice Hall of India Pvt.Ltd. New Delhi
- Rao,U.(2008). *Advanced Educational Psychology* Himalaya Publication House New Delhi-
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. CrowinPress.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003).*Modals of teaching* (7Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale UniversityPress.
- Linda Darling Hammond & John Bransford (ed.) (2005).*Preparing Teachers for a Changing World*. Jossey-Bass, SanFrancisco.
- Martin, D. J. & Kimberly S. Loomis (2006).*Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, NewDelhi.
- Schon, D. (1987).*Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, BasicBooks.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	2	1	2	2	1	1	2	1	1
CO2	1	2	1	1	2	1	1	2	1	2	1	3	2
CO3	1	2	1	2	1	2	1	2	2	1	2	2	3
CO4	2	1	2	2	2	1	2	2	2	2	2	2	2
CO5	2	1	2	1	1	2	1	1	2	2	2	1	1
Average	1.4	1.4	1.4	1.6	1.6	1.4	1.4	1.8	1.6	1.6	1.8	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ- III

Course Code: 1301301

Semester: 3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਹਾਣੀਕਲਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਹੋਵੇਗੀ।
CO2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਨਾਮਕਰਨ ਤੇ ਵਿਕਾਸ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
CO3	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਕੇ ਭਾਸ਼ਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO4	ਪੰਜਾਬੀ ਵਾਕ ਰਚਨਾ ਮੁੱਢਲੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ।
CO5	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

- ਕਥਾ ਸੰਸਾਰ ਸੰਪਾਦਕ: ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
 - ਇਸ ਭਾਗ ਵਿੱਚ ਪੁਸਤਕ ਵਿੱਚੋਂ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਸਾਰ ਅਤੇ ਵਿਸ਼ਾ ਵਸਤੂ ਨਾਲ ਸਬੰਧਿਤ ਹੋਵੇਗਾ ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
 - ਦੂਸਰੇ ਹਿੱਸੇ ਵਿੱਚ ਕੋਈ ਤਿੰਨ ਪਾਤਰ ਦੇ ਕੇ ਦੋ ਦੀ ਉਸਾਰੀ ਕਰਨ ਨੂੰ ਕਿਹਾ ਜਾਵੇਗਾ ਇਸ ਦੇ 5+5=10 ਅੰਕ ਹੋਣਗੇ।

20 ਅੰਕ

ਭਾਗ-ਅ

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਾਮਕਰਨ, ਪਿਛੋਕੜ ਅਤੇ ਨਿਕਾਸ। 5 ਅੰਕ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ (ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਯੁਗ)। 5 ਅੰਕ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਾਰਥਕਤਾ, ਇਤਿਹਾਸ ਅਤੇ ਸਾਹਿਤਕ ਵਿਰਾਸਤ। 10 ਅੰਕ

ਭਾਗ-ੲ

- ਵਾਕ ਬਣਤਰ ਤੇ ਵਾਕ ਰਚਨਾ 5 ਅੰਕ
- ਉਪਵਾਕ ਰਚਨਾ 5 ਅੰਕ

ਪੁਸਤਕ ਸੂਚੀ:

- ਰਤਨ ਸਿੰਘ ਜੱਗੀ (ਸੰਪਾਦਕ): ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੱਧਕਾਲੀਨ ਇਤਿਹਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ



ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

- ਜਸਵਿੰਦਰ ਸਿੰਘ, ਗੁਰਮੁਖ ਸਿੰਘ (ਸੰਪਾਦਕ) (2010), ਕਥਾ ਸੰਸਾਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ (1992), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਡਾ. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ। ਮਿਤੀਹੀਣ
- ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ, ਮਿਹਰਬਾਨ ਸਿੰਘ (2004), ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਉ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	1	2	3	3	2	1	2	-
CO2	-	2	3	1	1	2	1	1	2	2	2	1	1
CO3	2	2	1	-	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	2	2	2	3	2	-	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	1	1	3
Average	1.3	1.6	1.8	1.5	1.8	1.6	1.6	2.2	2.0	1.8	1.6	1.4	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicate there is no correlation

Course Name: English-III

Course Code: 1301302

Semester: 3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate knowledge of literary genres
CO2	Describe and identify the distinct literary characteristics
CO3	Analyze essay for their structure and meanings, using correct terminology
CO4	Enhance the vocabulary through Antonyms and idioms.
CO5	Apply the sound principles of writing compositions

Course Content

Section-A

1. Gleanings from Home and Abroad (Text)-The following essays from the above volume are prescribed:
 - Work Brings Solace
 - The Night the Bedfell
 - A Talk on Advertising
 - Globalization
 - Rising Tide of Urban Chaos
 - What is wrong with Indian Films
 - More Than 100 Million Women are Missing
 - I have a Dream
 - Why I Want a Wife
 - Universal Declaration of Human Rights

Section –B

1. Texts Prescribed for Grammar
Oxford Practice Grammar by John Eastwood (Exercises 44 to 75)

Section –C

1. Writings skills
 - Letters (Formal & Informal)
 - Applications

Section–D

Vocabulary:

Antonyms

Idioms used in illustrative sentence

SUGGESTED READINGS:

1. Eastwood, J. (2004). *Oxford Practice Grammar (With Answers)*. Second edition, OUP.
2. Best, W. D. (1963). *The Students' Companion*. Longman.
3. Bhushan, K., & Katyal, G. A. P. J. (2002). *APJ Abdul Kalam: the visionary of India*. APH Publishing.
4. Brady, J. (1972). Why I want a wife. *75 Readings: An Anthology*, 325-327.

The mapping of PO/PSO/CO attainment is as follows:



CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	-
CO2	-	2	3	1	1	2	1	1	2	2	2	-	1
CO3	2	2	1	1	2	2	2	3	-	2	2	1	2
CO4	1	1	2	1	-	2	2	3	2	2	2	2	1
CO5	1	1	2	2	3	1	1	1	2	1	3	3	3
Average	1.5	1.4	1.8	1.4	1.8	2.0	1.6	2.2	2.3	1.6	2.2	2.0	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education –III

Course Code: 1301303

Semester: 3rd

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the importance of psychology in sports training and its relationship with physical education.
CO2	Elaborate the adolescent period.
CO3	Explain types, importance and theory of play.
CO4	Discuss the childhood and sports socialization.
CO5	Understand importance of sports in national & international integration

Course Content

- 1. Psychology:** - Importance in sports training and competition and relationship with physical education.
- 2. Learning:** - Meaning, laws of learning, nature of motor learning, transfer of learning and learning curve.
- 3. Motivation:** - Meaning, Types, Methods and importance in physical education and sports.
- 4. Play:** - Meaning, theories, types and importance.
- 5. Psychological factors affecting sports performance:** - Meaning and remedial measure of anxiety and aggression in sports.
- 6. Adolescent Period:** - Meaning, Characteristics (Physical, Psychological and sociological) Remedial measures to control adolescent problems.
- 7. Childhood:** - Meaning, and Characteristics of physical, mental psychological and social growth and development in childhood.
- 8. Sports relationship:** - Role and importance of sports and economy, sports and politics.

9. **Sports performance:** - Causes and remedial measures of India's poor performance in Sports.
10. **Individual differences:** - Meaning, importance and determination.
11. **Socialization:** - Meaning, characteristics and role of family, school and sports in socialization.
12. **Integration:** - Meaning, and importance of sports in national and international integration.

SUGGESTED READINGS:

- Kang G. S. & Deol N. S. (2008). *An introduction to Health and Physical Education* 21st century Patiala.
- Blair, Jones and Simpson. (1962). *Educational Psychology*, The Macmillan co, New York, 1962
- Lindgren. H. E. (1962). *Educational Psychology in the class Room*, New Delhi, John Wiley & Sons.
- Whiting HTA. (1972). *Reading in sports Psychology*, Henry Kimpton Publisher London.
- Dhaliwal A. S. *Vidyak Manvidyan*, Patiala, Punjabi University.
- Puni, A. T. (1980). *Sports Psychology: an abridged translation by G. S. Sandhu*, NIS Patiala.
- Suin, R.M. (1982) *Psychology in Sports, Methods and applications*, Surjit Pu
- Singh, A. and Gill, J.S. (2004). *Essential of Physical education and Olympic movement* Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	3	3	2	1	3	2	3	3	3	2	2	2
CO2	1	2	3	1	1	2	-	1	2	2	2	-	1
CO3	2	2	1	-	2	2	2	3	-	2	2	3	-
CO4	2	2	2	2	2	2	2	3	2	3	2	2	2
CO5	1	3	3	2	3	2	1	1	2	1	2	3	2
Average	1.5	2.3	2.3	1.7	2.0	2.0	1.7	2.0	2.0	2.0	2.0	2.7	1.7

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Physical Education – III (Practical)

Course Code: 1301304

Semester: 3rd

Credits:-2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Learn the Skill of sequential task activity
CO2	Master the Skills of movement & agility
CO3	Develop the Skill of throwing javelin
CO4	Make use of the functional movementskills
CO5	Examine the strategic planning and execution skills

Course Content

Long Distance Running	8M (Any One Race)
High Jump	8M (Any One Style)
Javelin Throw	8M (Any One Style)
Wrestling, Lawn Tennis, Handball	16M (Any OneGame)

Evaluation will be based on skill test, performance & viva voce. Contents to be covered during the practical sessions:

Measurement of the field and preparation of the field Equipments and Materials of the game/Event Fundamental skill and lead up game

Techniques

Rules and Regulations of the game/ Event Officiating:

Duties of officials Knowledge of score sheet Signals of officiating

Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO2	PSO 3
CO1	2	1	-	2	2	3	2	3	3	1	2	2	3
CO2	-	2	3	1	1	2	1	-	2	2	2	-	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	2	2	2	2	3	2	2	2	2	2
CO5	1	2	1	2	3	1	-	1	2	1	1	2	1
Average	1.5	1.6	1.8	1.6	2.0	2.0	1.8	2.5	2.0	1.6	1.8	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music(Vocal)-III

Course Code:1301305

Semester:3rd

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Explain the life sketches and contribution of great musicians.
CO2	Define and discuss different type of Khayal.
CO3	Write the notation of ragas Bageshri and Bhopali.
CO4	Explain and elaborate the instrument Tanpura.
CO5	Demonstrate the skills of playing different musical instruments

Course Content

Section A

1. Brief life sketches of and contributions of great Musician:

- a) Sardar Sohan Singh of AgraGharana
- b) Dalip Chander Bedi
- c) Prof. TaraSingh

Section B

1. Knowledge of Bharkhande Thaapadhati.
2. Different Jaties of Ragas of the present Ragas system of north Indianmusic



3. To write the notations of the present Ragas: Bageshri, Bhopali.

Section C

1. Various developments in brief in the history of north Indian music during the modern Period 18th to 20th centuryAD
2. Knowledge of the following Non-detailed Ragas:
 - a) Deshkar b) Bilawal (Only Aroh- Avroh&pakad)

Section D

1. Knowledge of Dhrupad
2. Definition & Types of Khayal.
3. Brief description of Tanpura

SUGGESTED READINGS:

Sharma, Y. *Sangeet Manual*. H.G Publications Dehli

Sharma, Y. *Gayan Kalan*. Punjabi University Patiala

Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar* Karnal Publications

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	2	1	3	3	-	2	2	2
CO2	1	2	3	-	1	2	1	1	2	2	2	1	-
CO3	2	2	1	1	2	2	2	3	1	2	2	1	1
CO4	2	-	2	2	2	2	2	3	2	1	2	2	2
CO5	2	1	2	2	3	2	-	1	2	1	3	2	2
Average	1.6	1.5	1.8	1.8	1.8	2.0	1.5	2.2	2.0	1.5	2.2	1.6	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-III (Practical)

Course Code: 1301306

Semester: 3rd

Credits:-2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Perform one vilambit Khayal in any of the Ragas.
CO2	Make use of one sargam Geet in any of the Ragas.
CO3	Utilize the skills to play on Harmonium
CO4	Perform one Drut khayal in each of the following Ragas with simple Alaps & Tanas: Bagesheri, Bhopali.
CO5	Recognize Ragas of the course sung by the Examiner.

Course Content

Performance

1. One Vilambit Khayal in any of the Prescribed Ragas.
2. One Sargam Geet in any of the Prescribed Ragas.
3. Ability to play on Harmonium at least five alankaras.
4. One Drut khayal in each of the following Ragas with simple Alaps & Tanas: Bagesheri, Bhopali.
5. Ability to recognize Ragas of the course sung by the Examiner.
6. Ability to recite bols of Talas Prescribed in the course in Ek Talas & Dugun by hand:
 - a) Dadra
 - b) Kahrva
 - teen Talas

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	2	2	2	3	2	2	3	3	2	2	2
CO2	1	2	1	-	1	2	1	1	2	2	2	2	2
CO3	2	1	1	1	2	1	2	3	-	2	2	2	2
CO4	1	1	2	1	3	1	2	3	2	2	2	-	1



CO5	1	2	2	2	3	2	1	1	2	1	3	3	2
Average	1.3	1.5	1.5	1.3	2.3	1.5	1.5	2.0	2.0	1.8	2.3	2.3	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English Literature -III

Course Code: 1301307

Semester: 3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Comprehend the important concepts pertaining to Drama including its essence, structure, characterization, dialogue, stage direction, dramatic conversation.
CO2	Trace the history of English literature from Chaucer to the 18 th century including the important trends & movement.
CO3	Explain and discuss important text of Chaucer to the 18 th century like pardoner’s tale, As you like it, Dr. Faustus, Pamela Etc.
CO4	Develop the understanding on the elements of drama and novel
CO5	Identify and describe distinct literary characteristics of renaissance and reformations

Course Content

Section A

Important Concepts pertaining to Drama

The following terms will have to be studied:

1. Definition and Essence
2. Drama vs. Novel
3. Drama and Theatre
4. Dramatic Action
5. Structure
6. Characterization
7. Dialogue
8. Stage Directions
9. Dramatic Conventions
10. **Important terms pertaining to drama and stage:**
 1. Comic Relief
 2. Pathos
 3. Aside



4. Soliloquy

Section B

History of English Literature from Chaucer to the Eighteenth Century & Important Trends and Movements in these periods:

1. Renaissance and Reformation
2. Origin and Rise of Drama in English
3. Metaphysical Poetry
4. Chief Characteristics of the Neo-Classical Literature.
5. Rise of the Novel
6. Restoration Comedy

Section C

Important Texts of Chaucer to the Eighteenth Century period:

1. *Pardoner's Tale*
2. *As You Like It*
3. *Dr. Faustus*
4. *Paradise Lost* Book I
5. *Pamela*
6. *Absalom and Achitophel*
7. *The Rape of the Lock*

Section D

William Shakespeare: *Hamlet*

SUGGESTED READINGS:

- Drabble, M., & Harvey, S. P. (Eds.). (1985). *The Oxford companion to English literature* (Vol. 68). Oxford: Oxford University Press.
- Lewis, C. S., Buxton, J., Davis, N., Dobrée, B., & Wilson, F. P. (1954). *English literature in the sixteenth century, excluding drama* (Vol. 3, pp. 508-9). Oxford: Clarendon Press.
- Lang, A. (2020). *History of English literature*. BoD—Books on Demand.
- Sanders, A. (1994). *The short Oxford history of English literature*. Published in the United States by Oxford University Press Inc., New York.
- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
- Scott, A. F. (1965). *Current literary terms* (pp. 196-197). Macmillan.
- Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
- Shakespeare, W. (2006). *As you like it* (1599). Ed. Juliet Dusinberre. London: Arden.



- Ornstein, R. (1968). Marlowe and God: The Tragic Theology of Dr. Faustus. *PMLA*, 83(5), 1378-1385.
- Okerlund, A. N. (1977). The Intellectual Folly of Dr. Faustus. *Studies in Philology*, 258-278.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	2	2	1	2	-	2	2
CO2	1	2	1	-	1	2	1	1	2	2	2	1	2
CO3	2	-	1	1	2	1	2	3	1	2	2	-	1
CO4	1	1	2	1	1	1	2	3	2	2	2	2	2
CO5	1	2	1	2	3	2	-	1	2	1	2	3	2
Average	1.4	1.7	1.4	1.5	1.8	1.8	1.7	2	1.6	1.8	2	2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- III

Course Code: 1301308

Semester: 3rd

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਕਥਾ ਲੋਕ ਕਹਾਣੀ ਸੰਗ੍ਰਹ ਦੁਆਰਾ ਕਹਾਣੀਆਂ ਦੇ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ ਕਰਨਾ ਸਿੱਖਿਆ ਏਗੇ।
CO2	ਕਿੱਸਾ ਕਾਵਿ ਤੇ ਬੀਰ ਕਾਵਿ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰ ਲੈਣਗੇ।
CO3	ਸਾਹਿਤ ਦੇ ਰੂਪ ਕਿੱਸਾ, ਕਾਫੀ, ਜੰਗਨਾਮਾ ਤੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਲੈਣਗੇ।
CO4	ਕਿੱਸਾ ਕਾਵਿ ਅਤੇ ਬੀਰ ਕਾਵਿ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਸਨੂੰ ਆਧੁਨਿਕ ਪਰਿਪੇਖ ਵਿੱਚ ਲਾਗੂ ਕਰਨਗੇ।
CO5	ਕਥਾ ਲੋਕ ਕਹਾਣੀ ਸੰਗ੍ਰਹ ਤੋਂ ਕਹਾਣੀ ਕਾਰਾਂ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

1. ਕਥਾ ਲੋਕ (ਕਹਾਣੀ ਸੰਗ੍ਰਹ) ਸੰਪਾਦਤ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ।

ਭਾਗ-ਅ

2. ਕਿੱਸਾ ਕਾਵਿ (ਦਮੋਦਰ, ਪੀਲੂ, ਵਾਰਿਸ, ਹਾਸ਼ਮ, ਹਾਫਜ਼ ਬਰਖੁਰਦਾਰ)।
3. ਬੀਰ ਕਾਵਿ (ਨਜ਼ਾਬਤ ਦੀ ਵਾਰ, ਚੰਡੀ ਦੀ ਵਾਰ)।

ਭਾਗ-ੲ

4. ਸਾਹਿਤ ਦੇ ਰੂਪ: (ਕਿੱਸਾ, ਕਾਫੀ, ਵਾਰ, ਜੰਗਨਾਮਾ ਅਤੇ ਸ਼ਲੋਕ)।



ਪੁਸਤਕ ਸੂਚੀ-

- ਡਾ. ਜਸਵਿੰਦਰਸਿੰਘ, ਕਥਾ ਲੋਕ (ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ), ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, ਮਿਤੀਗੀਣ
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਪੰਜਾਬੀ ਸਹਿਤ ਦਾਇਤਿਹਾਸ (ਭਾਗ- 2) ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਡਾ. ਗੁਰਚਰਨ ਸਿੰਘ ਸੰਪਾਦਕ, 2008 ਮੱਧ ਕਾਲੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਸਹਿਤ ਦੇ ਰੂਪ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਹਰਭਜਨ ਸਿੰਘ (1999) ਪੁਰਾਤਨ ਕਾਲ ਤੋਂ ਅਜੋਕੇ ਸਮੇਂ ਤੱਕ, ਧਨਪਤ ਰਾਏ ਐਡ ਸੰਨਜ਼, ਜਲੰਧਰ ਦਿੱਲੀ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	2	1	2	-
CO2	1	2	1	-	1	2	1	-	2	2	2	1	2
CO3	2	3	2	1	3	1	2	3	1	2	2	-	3
CO4	-	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	1	1	2	1	3	3	2
Average	1.5	1.8	1.4	1.5	2.0	2.0	1.6	2.3	1.6	1.6	2.0	2.0	2.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-III

Course Code: 1301309

Semester: 3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	हिन्दी साहित्य के इतिहास की जानकारी प्राप्त कर सकेंगे
CO2	भक्ति काल के कवियों के जीवन परिचय और उनकी रचनाओं का समीक्षत्मक अवलोकन कर सकेंगे।
CO3	ऊषा प्रियवंदा द्वारा रचित 'पचपन खंभे लाल दीवारें' में प्रयुक्त
CO4	जयशंकर प्रसाद द्वारा रचित 'प्रतिनिधि कहानियाँ' [प्रथम पाँच कहानियाँ] से परिचित हो जाएंगे
CO5	रीतिकालीन कवियों के जीवन परिचय और उनकी रचनाओं का समीक्षत्मक अध्ययन एवं विश्लेषण कर सकेंगे।

भाग-क

1. रीति सौरभ {संपादक} डा० रामसजन पाण्डेय, पंजाबी विश्वविद्यालय द्वारा प्रकाशित।

{केवल चार कवि:- बिहारी, भूषण, रसखान, गुरु गोबिन्द सिंह जी}

भाग-ख

2. हिन्दी साहित्य का इतिहास {केवल रीतिकाल :- नामकरण, परिस्थितियों एवं प्रवृत्तियों}
3. भक्तिकाल-चारों धाराएँ- विशेषताएं ,
प्रमुख कवि: कबीर, जायसी, सूरदास, तुलसीदास साहित्यिक परिचय तथा काव्यगत विशेषताएं

भाग-ग

4. ऊषा प्रियवंदा द्वारा रचित 'पञ्चपन खंभे लाल दीवारें', राजपाल प्रकाशन, दिल्ली।

भाग-घ

5. 'प्रतिनिधि कहानियों ' जयशंकर प्रसाद {प्रथम पाँच कहानियों} राजपाल प्रकाशन, दिल्ली।

सहायक पुस्तकें:-

1. हिन्दी साहित्य का इतिहास- प्रो.टी.मोहन सिंह।
2. हिन्दी साहित्य का संक्षिप्त इतिहास- डाऽ विधासागर दयाल।
3. हिन्दी साहित्य-युग और प्रवृत्तियाँ- शिव कुमार शर्मा।
4. हिन्दी साहित्य का विकास- डा. वासुदेव शर्मा

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	-	1	1	2	2
CO2	1	2	-	1	1	2	1	1	2	2	2	1	-
CO3	2	1	1	1	2	-	2	1	1	2	2	1	2
CO4	-	1	2	1	1	1	2	2	2	1	2	2	2
CO5	1	1	2	2	3	1	1	1	2	1	3	1	3
Average	1.5	1.2	1.5	1.4	1.6	1.8	1.6	1.4	1.8	1.4	2.0	1.4	2.3

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: History of Punjab-III

Course Code: 1301310

Semester: 3rd

Credits:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the knowledge about the society and culture of turko- Afghan crule and greatmughals.
CO2	Apply the Guru Nanak's teaching concept of language and sangat concept.
CO3	Relate the bhakti movement and Sufism and Sikhism history.
CO4	Analyze the contribution of Guru's participation in the Sikhism history and new policy.
CO5	Understand the foundation of Khalsa and their important historical places also

Course Content

Section A

- 1 Society and Culture in Punjab during the Turko-Afghanrule
- 2 The Punjab under the GreatMughals
- 3 Guru Nanak: His teaching concept of Language andSangat.

Section B

- 4 Salient features of te Bhaktimovement
- 5 Main features of Sufism inPunjab.
- 6 Development of Skhism (539-1581) contribution of Guru Angad Dev, Guru Amar Das and Guru Ram Das for the development ofShikhism.

Section C

7. Transformation of Sikhism : Compilation of Adi-Granth martyrdom of Guru Arjun Dev
8. Guru Hrgobind's NewPolicy.
9. Martyrdom of Guru TeghBhadur.

Section D

10. Foundation of theKhalsa
11. Post Khalsa activities of Guru GobindSingh.
12. MAP: Important Historical places Delhi, Lahore, Sarhind, Multan,Kartarpur, Kiratpur,

SUGGESTED READINGS:



- Singh, K. (1990). *History and culture of the Punjab, part II Medieval Period*. Publication bureau, Punjabi University Patiala (3rdEd.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer type question.)
- Singh, F.(Ed) (1972.) *History of the Punjab, Vol, iii* Punjabi university patina
- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India orient* Longman, Hyderabad,
- Singh K (1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi, 1991

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	2	2	1	1	-	2	1
CO2	1	2	1	1	1	2	1	-	2	2	2	1	2
CO3	2	1	1	-	2	1	2	3	1	2	2	1	2
CO4	-	1	2	1	2	1	2	3	2	2	2	2	1
CO5	1	2	2	2	3	2	1	1	2	1	3	-	2
Average	1.5	1.4	1.4	1.5	2	1.8	1.6	2.	1.6	1.6	2.2	1.5	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History-III

Course Code: 1301311

Semester: 3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Evaluate the the concept of decline the Mughal Empire.
CO2	Identify and draw out the important centres of the revolt of 1857
CO3	Critically examine the plassy and buxer battles
CO4	Understand the social and administrative reforms of British rule
CO5	Appraise the role of Mahatma Gandhi in the development of non violence movement and Satyagraha campaigns.

Course Content

Section A

1. Cause of the downfall of Mughal Empire.
2. Battles of Plassy and Buxer. Administrative and Social reforms of Cornwallis, Bentinck



Section B

1. The uprising of 1857: Causes, results and causes of its failure.
2. Social-Culture Movements, Brahma Samaj, Arya Samaj, Singh Sabha Movement.

Section C

1. British Economic Policy in India-Agriculture, Rural indebtedness.
2. Foundation of Indian National Congress: Phases of Moderate Politics; Rise of Extremism.

Section D

1. Emergence of Gandhi: Satyagraha Campaigns.
2. Maps:
 - a) British India in 1805 A.D. b) British India in 1818 A.D.
 - c) Important Centres of the Revolt of 1857.

SUGGESTED READINGS:

- Roberts, P.E. *History of British India*, PP. 129-190, 200-232, 300-309, 359-396, 582-657.
- Prasad, I. & Subedar, S.K. *A History of Modern India*, PP. 64-165, 206-274, 402-479.
- Speer, P. *History of Modern India*.
- Smith, V.A. *The Oxford History of India*, PP. 465-590, 654-672, 705-739, 790-838.
- Prasad, B. *Bondage and Freedom*
- Majumdar R.C. and Others (eds.) *An Advanced History of India*
- Thompson and Garret *Rise and Fulfilment of British Rule in India*
- Sikri, S.L. *Constitutional History of India* (English, Punjabi & Hindi)
- Aggarwal, R.C. *Constitutional History of India* (English & Punjabi)
- Gupta, S.K. *The Scheduled Castes in Modern Indian Politics*
- S.K. Bajaj & Rekhi J.S. *History of India, 1818-1919* (Punjabi)
- Arora, A.C. *History of Modern India* (Punjabi & Hindi), PP. 1-346
 - Davies, C.C. *Historical Atlas of the Indian Peninsula*
 - Arora, A.C. *Atl. as of Modern Indian History*.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	-	2	2	2	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	-	1
CO3	2	1	1	1	2	-	2	3	1	-	2	1	2
CO4	1	1	2	1	1	1	2	3	2	2	2	2	1
CO5	-	2	1	2	3	2	1	-	2	1	3	3	3
Average	1.5	1.5	1.4	1.4	1.8	2	1.6	2.2	1.6	1.5	2	2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Political Science-III

Course Code: 1301313

Semester:3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will able be to:

CO	Statement
CO1	Develop understanding about administrative policies of the British Government
CO2	Identify demerits of the British Governor General.
CO3	Assess the constitutional arrangements and processes in India
CO4	Summarize the evolution of constitution of India from pre independence to post Independence period and generate new outlines in changing Scenerio of Democracy.
CO5	Compare state and national human right commission
CO6	Analyze the theoretical explanations of colonialism and nationalism in India

Course Content

Section A

1. Government of India Act 1919: Main features with special emphasis on Dyarchy.
2. Government of India Act, 1935: Main Features, All India Federation and Provincial Autonomy

Section B

1. Basic features of India'sConstitution
2. Preamble and itsimportance
3. Centre-Staterelements

Section C

1. Human Rights and National Human RightsCommission.



2. Fundamental Rights
3. Fundamental Duties

Section D

1. President : Election, Powers, Position and Changing Role
2. Parliament : Composition, Powers and Role

SUGGESTED READINGS:

- Austin, G.(1966). *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press,
- Austin,G. (2000).*Working of a Democratic Constitution: The India Experience*, Delhi, Oxford University Press
- Basu, D.D. (1994), *An Introduction to the Constitution of India*, New Delhi,Prentice Hall,
- Bhambari, C.P. (1997). *The Indian State fifty years*, New Delhi, Sipra, 1997
- Brass, P. (2003), *Politics of India since Independence*, Cambridge , University Press,
- Brass, P. (1995), *Ethnic Groups and the State*, London, Croom Helm,
- Brass, P. (1974), *Language, Religion and Politics in North India*, London,Cambridge University Press,
- Fadia, B.L. (1984), *State Politics in India, Vol. II*, New Delhi, Radint, Publisher.
- Frankel, F.R. (1978), *Indian Political Economy 1947-1977*, The Gradual Revolution, Oxford, Oxford University Press,
- Kothari, R.(1988), *State against Democracy: In Search of Human Governance*, Delhi, Ajantha
- Kothari, R.(1970), *Politics in India*, New Delhi, Orient Longman,
- Kothari, R. (1967), *Party System and Election Studies*, Bombay, Asia, Publishing House,
- Iqbal Narain (ed), *State Politics in India*, Meerut, Meenakshi Parkashan,1967.
- Nanda, S.S.*Indian Government and Politics*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	1	2	2
CO2	-	2	1	1	1	2	1	-	2	2	2	2	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	1	1	2	1	3	-	3
CO6	2	1	2	1	1	2	2	1	2	2	2	2	-
Average	1.5	1.2	1.3	1.3	1.8	1.5	1.7	1.8	1.7	1.7	2.0	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: System Analysis & Design

Course Code: 1301324

Semester:3rd

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Define and explain the system concept & its types.
CO2	Elaborate the system development life cycle including its need and various steps.
CO3	Discuss and follow the process of system design & its stages.
CO4	Understand the process of system implementation & testing.
CO5	Develop understanding on system design

Course Content

- System Concepts:** Definition, characteristics, elements & types of system.
- System development life cycle:** Recognition of need: Feasibility study, system analysis, introduction, information collection, interviews, questionnaires, observation, record searching and document analysis, analysis tools, data flow diagram, data dictionary, decision tree, structured English and decision table.
- System Design:** The process and stages of systems design, input/output and file design; System Implementation: System implementation, system testing, implementation process and implementation Methods, system maintenance.

SUGGESTED READINGS:

Elias N.A. System analysis and design (Galgotia)

James A. Analysis and design of information system (Tata McGraw)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	1
CO3	1	1	2	1	1	1	2	3	2	1	2	2	2
CO4	1	1	1	2	3	1	1	1	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.4	1.2	1.4	1.2	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High



Correlation and “-” indicates there is no correlation

Course Name: Economics-III

Course Code: 1301314

Semester:3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Explain the differences between classical/ Keynesian approach to understand the Macro economics.
CO2	Measures living standards, Inflection and unemployment for use of economic indicators.
CO3	Understand the determinants of long-term economic growth including the role of saving and investment.
CO4	Develop the understanding of the course and consequence of business cycles in coming time.
CO5	Describe the role of Fiscal and monetary policy in fighting recession and inflation.

Course Content

Section A

Distinction between Micro and Macro Economics, Determination of income and Employment: Classical and Keynesian Models, Say's law of Market.

Section B

Consumption and Investment Functions: Average and Marginal Propensity to consume, Multiplier: Static and dynamic Multiplier. Investment: Types, Factors affecting investment decisions.

Section C

Classical Theory of Money and Interest: Liquidity Preference. Money: its functions and role, Money Market and Capital Market.

Section D

Trade Cycle: Meaning and phases, Theories of Trade Cycle, Monetary and Fiscal Policies

SUGGESTED READINGS:

Dernburg, T. F. and McDougall, D. M. 1968. *Macro Economics*, New York: McGraw-Hill



Book, New York, (full book).

- Sharma, O.P. *Macro Economics* (Punjabi Medium), Punjabi University, Patiala.
- Vaish, M.C. *Macro Economic Theory*, Oxford University Press.
- Harvey J and Johnson M. *Introduction to Macro Economics*, Mc Millan, London.

SUPPLEMENTARY READINGS:

1. Ackley, G. (1985): *Macro Economic Theory*, Macmillan, New York, (Fullbook).
2. Baird C.W. (1977). *Elements of Macro Economics*, West Publishing Company,.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	-	1	1	1	2	1	3	2	2	2	2	2
CO2	2	1	1	1-	2	1	2	3	-	2	2	3	1
CO3	1	3	2	1	3	1	2	3	2	2	2	-	2
CO4	2	1	-	2	3	1	1	1	2	1	3	2	-
CO5	2	1	2	1	1	2	2	2	2	2	2	2	2
Average	1.6	1.5	1.5	1.3	2.0	1.4	1.6	2.4	2.0	1.8	2.2	2.3	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Sociology-III

Course Code: 1301315

Semester: 3rd

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Identify the facts and forms of social stratification.
CO2	Understand the different perspectives about social stratification.
CO3	Examine the caste & class system in society.
CO4	Interpret the functions and types of marriage & family.
CO5	Define the functions of Rural, Urban & tribal social organization.

Course Content

Section A

1. Social Stratification: Bases and Forms.
2. Theories of Social Stratification: (Karl Marx, Davis)

Section-B

1. Caste in India: Definition, features and changing patterns.
2. Class in India: Definition and bases, caste and class and its difference.

Section-C

1. Marriage and Family in India: Functions, Types and Changing patterns.

Section-D

1. Features of Societal Organization in India: Tribal, Rural and Urban.

SUGGESTED READINGS:

- Bhatnagar, G.S. & Rehal, B.S. (1997). *Bharati Samaj*. Punjabi University. Patiala.
- Desai, A.R. (1990). *Rural Sociology in India Bombay*: Popular Prakashan
- Kapadia, K.M. (1972). *Marriage and Family in India*, London: Oxford University

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	-	1	2	2	2	1	2
CO2	1	1	1	1	2	1	2	3	1	2	-	1	2
CO3	1	-	2	1	1	1	2	3	2	1	2	2	1
CO4	-	3	3	2	3	1	1	-	2	1	1	2	2
CO5	2	1	2	1	1	2	2	1	2	2	2	-	2
Average	1.3	1.8	1.8	1.4	1.6	1.4	1.8	2.0	1.8	1.6	1.8	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Advanced Calculus

Course Code: 1301316

Semester: 3rd

Credits: 3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Comprehend the concepts of completeness, continuity and discontinuity of metric spaces Differentiability of real-valued functions of two variables.
CO2	Partial differentiation, Jacobians and their properties,
CO3	Differentiate continuous functions and uniform continuous functions and their completeness.
CO4	Restate Schwarz’s & Young’s theorems. Euler’s theorem on homogenous functions. Taylor’s theorem for functions two variables and error estimation
CO5	Analyze Greens Theorem in the Plane Parameterized Surface, Stokes Theorem, the Divergence Theorem, Applications of Green’s, Stoke’s and Divergence theorem.

Course Content

Section-A

Limit and Continuity of Functions of several variables, Differentiability of real-valued functions of two variables. Partial differentiation, Jacobians and their properties, Schwarz's & Young's theorems. Euler's theorem on homogenous functions, Taylor's theorem for functions two variables and error estimation. Maxima and Minima, Lagrange's multiplier method

Section-B

Scalar and vector fields, differentiation of vectors, velocity and acceleration, Vector differential operators: Del, Gradient, Divergence and Curl, their physical interpretations. Formulae involving Del applied to point functions and their products. Line, surface and volume integrals, Greens Theorem in the Plane Parameterized Surface, Stokes Theorem and the Divergence Theorem. Applications of Green's, Stoke's and Divergence theorem

SUGGESTED BOOKS:

- G.B. Thomas and R.L. Finney, (2005). *Calculus*, 9th Ed., Pearson Education, Delhi,
- M.J. Strauss, G.L. Bradley and K. J. Smith, (2007). *Calculus*, 3rd Ed., Dorling Kindersley (India) P. Ltd. (Pearson Education), Delhi,
- H. Anton, I. Bivens and S. Davis, (2002). *Calculus*, 7th Ed., John Wiley and Sons (Asia) P. Ltd., Singapore,
- R. Courant and F. John, (1989). *Introduction to Calculus and Analysis* (Volumes I & II), Springer- Verlag, New York, Inc.,
- Khalil Ahmad: (1989). *Text Book of Differential Equations*, World Education Publishers.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	-	3	3	1	1	3	2	2	2	1	-
CO2	2	1	2	2	-	2	2	2	3	3	3	2	2
CO4	2	2	3	3	1	1	2	-	3	3	2	1	1
CO5	1	2	2	2	2	2	1	2	3	3	1	2	2
CO6	2	2	1	3	1	1	2	3	3	3	2	1	1



Average	2.0	1.8	2.0	2.6	1.8	1.4	1.6	2.5	2.8	2.8	2.0	1.4	1.5
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The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Analysis-I

Course Code: 1301317

Semester: 3rd

Credits: 2

L T P

2 0 0

Course Outcomes: On completion of the course, the successful students will be able to:

CO	Statement
CO1	Explain the basic properties of Elementary Methods in Ordinary Differential Equations, Formation of a differential equation. Solutions: General, particular, and singular.
CO2	Learn methods of forming and solving partial differential equations
CO3	Compare the methods of forming and solving partial differential equations and Solve linear differential equations with constant and variable coefficients
CO4	Find Particular integral of the forms of $\sin ax$ and $\cos ax$, Homogeneous linear equations and Linear differential equations of second order,
CO5	Use the basic properties of Laplace Transforms and Inverse Laplace Transform to find the solution of linear differential equations.

Course Content

Section-A

Elementary Methods in Ordinary Differential Equations, Formation of a differential equation. Solutions: General, particular, and singular. First order exact equations and integrating factors. Degree and order of a differential equation, Equations of first order and first degree, Equations in which the variable are separable, Homogeneous equations, Linear equations and equations reducible to linear form. First order higher degree equations solvable for x , y , p . Clairaut's form and singular solutions, Orthogonal trajectories, Linear differential equations with constant coefficients, Homogeneous linear ordinary differential equations.

Section - B

Linear differential equations of second order, Transformation of the equation by changing — the dependent variable and the independent variable, Method of variation of parameters, Ordinary simultaneous differential equations

Section - C

Laplace transforms, Introduction to infinite integrals, Linearity of Laplace trans-forms.

Existence theorem for Laplace transforms. Laplace transforms of derivatives and integrals, Shifting theorems, Differentiation and integration of transforms. Convolution theorem, Solution of integral equations and systems of differential equations using Laplace transforms.

SUGGESTED READINGS:

- Boyce., & Diprima. *Elementary Differential Equations and Boundary Value Problems.*
- Murray, D. *Introductory Course in Differential Equations.*
- Simmon. *Differential Equations.*
- Iyenger., & Bali. *A Textbook of Engineering Mathematics.*
- Ross, S., *Differential Equations*
- T. M. Apostol. (1985). *Mathematical Analysis*, Norosa Publishing House, New Delhi.
- R. R. Goldberg. (1970). *Real Analysis*, Oxford & IBH Publishing Co., New Delhi.
- Somasundaram, D., & Choudhary, B. (1997). *A First Course in Mathematical Analysis*, Narosa Publishing House, New Delhi,
- Shanti Narayan. *S Course of Mathematical Analysis*, S.Chand & Co., New Delhi.
- Jain, P. K., & Kaushikk, S. K. (2000). *An Introduction to Real Analysis*, S. Chand & Co., New Delhi.
- Churchill. R.V., & J.W. Brown., (1990). *Complex Variables and Applications*, 5th Edition, McGraw Hill, New York.
- Shanti Narayan, *Theory of Functions of a Complex Variable*, S. Chand & Co., New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	3	1	3	3	3	2	-	2	2
CO2	-	2	3	2	3	-	2	3	2	3	2	1	1
CO3	3	2	-	1	2	2	2	2	3	3	1	2	2
CO4	2	1	3	2	2	1	3	3	-	2	1	2	1
CO5	1	2	1	2	3	1	2	3	2	3	-	1	2
Average	2.0	1.8	2.0	1.6	2.6	1.3	2.4	2.8	2.5	2.6	1.3	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Mechanics-I

Course Code: 1301318

Semester: 3rd

Credits: 3

L T P

3 0 0

Course Outcomes: On completion of the course, the successful students will be able to:

CO	Statement
CO1	Define Resultant, Component of a Force, Coplanar forces, like and unlike parallel forces, Moment of a force and Couple with example.
CO2	Prove the Parallelogram of Forces, Triangle of Forces, Converse of the Triangle of Forces,
CO3	Explain Polygon of Forces, Lami's Theorem, Varignon's theorem of moments.
CO4	Find the resultant of coplanar couples, equilibrium of couples and the equation to the line of action of the resultant.
CO5	Explain Friction, Forces of Friction, Cone of Friction, Angle of Friction and Laws of friction.

Course Content

Section-A

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, coplaner 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.

Section-B

Equilibrium of two concurrent forces, equilibrium condition for any number of coplanar concurrent forces, Lami's theorem. $\lambda - \mu$ theorem, theorems of moments, resultant of a force and a couple. Equilibrium conditions for coplanar non-concurrent forces.

Friction: Definition and nature of friction, laws of friction, equilibrium of a particle on a rough plane. Centre of gravity.

SUGGESTED READINGS:

- S.L. Loney: (1947). *The elements of statics and dynamics*, 5th edition, Cambridge University Press.



- Blanchard, F., Maass, A., & Nogueira, A. (Eds.). (2000). *Topics in symbolic dynamics and applications* (Vol. 279). Cambridge university press.
- Weatherburn, C.E. (1924). *Advanced Vector Analysis*. G. Bell and Sons, Ltd..
- Goldstein H., Poole, C. and Safko, J.(2002). *Classical Mechanics*. 3rd Edition, Addison Wesley.
- Spiegel, M. Lipschutz, S and Spellman, D. (2009). *Vector Analysis*. Schaum Outline Series. McGraw Hill.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	-	1	2	1	2	2	2	3	2	1	2	1
CO2	2	1	2	2	2	2	2	2	1	-	2	-	2
CO3	2	2	2	-	1	1	2	-	1	3	1	1	1
CO4	2	3	3	3	2	-	3	3	1	2	2	2	2
CO5	2	3	0	3	2	1	-	3	1	2	2	2	3
Average	1.8	2.3	1.6	2.5	1.6	1.5	2.3	2.5	1.4	2.3	1.6	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Home Science-III

Course Code: 1301319

Semester: 3rd

Credit-3

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	know about the a variety of equipments, machines and accessories for swing and embroidery
CO2	Get knowledge about different types of fabric
CO3	Discover various elements of designing
CO4	Examine methods to prepare and maintain the household activities
CO5	Develop the practical knowledge and understanding on colorcontrast

Course Content

Clothing & Textile

SECTION-A

1. Sewing equipment and supplies used in clothing construction and their use and care.
2. Sewing machine and its parts, accessories of sewing machine, common defects and remedies.



3. Anthropometry (body measurements), precaution in taking and recording measurements.
4. Drafting and its importance.

SECTION-B

5. Elements of design such as colour, line, form and texture.
6. Principles for design such as harmony, balance, rhythm, emphasis and proportion.
7. Selection of suitable clothing with reference to income, climate, occasion, occupation and fashion etc. for Infants and toddlers, Adolescents, adults and elderly persons.

SUGGESTED READINGS:

1. Durga Deulkar, 1973: *Household Textiles and Laundry Work*, Atma Ram and Sons. New Delhi.
2. Farmer Bedrich, 1982: *Batik and Ikat*, Cutter Worth London.
3. Gooch Peter M., 1974: *Ideas for Fabric Printing and dyeing*, Charles Gribners, New York.
4. Grayson Marlin, 1984: *Encyclopedia of Textiles*, Fibres and Non woolen fabrics, John Wiley New York.
5. Irabel S. Wingate, 1970: *Textiles Fabric and their Selection*, Prentice Hall Englewood Cliffs.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	1	2	1	-	2	2	2	1	1
CO2	2	1	1	1	2	-	2	3	1	2	3	2	3
CO3	-	3	2	1	1	3	2	3	2	1	2	-	2
CO4	1	2	2	2	3	3	1	3	2	1	3	2	1
CO5	2	1	2	-	1	2	2	1	3	-	2	1	2
Average	2	1.8	1.6	1.5	1.6	2.5	1.6	2.5	2	1.5	2.4	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Home Science-III (Practical)

Course Code: 1301320

Semester:3rd

Credit-2

**L T P
0 0 4**

Course Outcomes: On successful completion of this course, the students will able to:

CO	Statement
CO1	Develop the practical knowledge and understanding on colorcontrast
CO2	List the properties of different fabric through microscopic and burning
CO3	Examine the methods used in tie & dye
CO4	Analyze the ways of laundering and finishing of different garments
CO5	Plan for removing stains of various household articles

Course Content

1. Testing of cotton, wool and silk by microscopic andburning.
2. Stain removal-Rust, coffee, pan, paint, dye, nail polish, lipstick, perfume, blood, medicine, boot polish turmeric andtea.
3. Spot cleaning of any one woollengarment.
4. Simple household dyeing of a cotton fabric of size 12” X 12” and preparing samples of various methods of tie and dye.
5. Prepare one article of Tie andDye/Batik.
6. Prepare a wall hanging of tie anddye.
7. Laundering and finishing of followinggarments:
 - a) Cotton-blouse, salwar,kameez.
 - b) Synthetic- Terry cot, knicker, gathered frock, pleatedskirt.
 - c) Silk- blouse,sari.
 - d) Woollen cardigan orpullover.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	-	2	2	2	1	2	1	1	1	2	2	1
CO2	2	2	2	2	2	2	-	3	2	2	2	2	2
CO3	-	2	1	1	1	2	1	-	3	3	2	2	-
CO4	2	3	2	-	1	2	2	2	2	2	2	-	1
CO5	1	2	3	1	1	2	1	3	2	2	2	2	2



Average	1.8	2.3	2.0	1.5	1.4	1.8	1.5	2.3	2.0	2.0	2.0	2.0	1.5
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The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Fashion Designing-III

Course Code: 1301321

Semester:3rd

Credit-3

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	To use industry terminology and equipment in appropriate ways
CO2	Convert historic costume knowledge to modern fashion design construction
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Get knowledge of Bleaches.

Course Content

SECTION-A

1. Textile dyeing:

- a. Natural and Synthetic dyes
- b. Home and Industrial dyeing

2. Printing:

Hand and Machine

SECTION-B

3. Finishing : Importance and types

- a. Permanent
- b. Stabilising
- c. Functional
- d. Decorative

4. Bleaches

- a. Oxidising
- b. Reducing
- c. Optical

SUGGESTED READINGS:

- Bernard P. C. *Textiles, Fibre to Fabric.*
- Bhatia, R. (Theory) : *Stitching Art*
- Mullick : *Garments Construction Skills*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	2	1	2	1	1	2	2	2	3	2
CO2	2	1	3	1	2	1	2	3	-	2	2	1	1
CO3	3	3	2	1	-	3	2	3	2	1	2	2	3
CO4	1	2	2	2	3	1	3	3	2	-	3	3	-
CO5	2	-	2	1	1	2	2	3	2	2	2	2	2
Average	2.0	2.0	2.3	1.3	2.0	1.8	2.3	3.0	2.0	1.7	2.3	2.0	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-III (practical)

Course Code: 1301322

Semester:3rd

Credit-2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	To use industry terminology and equipment in appropriate ways
CO2	Applications of historic costume knowledge to modern fashion design construction
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in Bandhni and Batik
CO5	Discuss Block printing & screen Painting.

Course Content

SECTION-A

- Traditional Textiles:
- Tye & Die, file (At least-25 Sample)
 - Bandhni and Batik.
 - Block printing & screen Painting, Free Hand Painting

SECTION-B

3. Study of Art and Fabric, Footwear, Head dresses and other accessories during the following period.
 - a. Indus valley
 - b. Mouran & Sunga Period
 - c. Satavahana Period
 - d. Kushan Period
 - e. Gupta Period
 - f. Mughal Period
 - g. British Period.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	-	2	2	2	3	2
CO2	2	1	3	-	2	1	2	2	1	2	2	1	1
CO3	3	3	2	1	1	3	2	3	2	1	2	2	2
CO4	-	2	2	2	3	1	3	2	2	-	3	-	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	2.3	1.8	2.0	1.5	1.6	1.8	2.0	2.0	1.8	1.8	2.2	2.0	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Religious Studies-III

Course Code: 1301323

Semester: 3rd

Credit: -5

L T P

5 0 0

Course Outcomes: On successful completion of this course, the students will be able to learn

CO	Statement
CO1	Learn two tendencies toward error the Western pragmatically and unsympathetic overtaxing of oriental Nature-symbols and vividly imaginative speech.
CO2	Use figure of the rock in describing God, or poetically conceived of the storm-cloud as Yahweh's chariot,
CO3	Identify imaginative child of Nature speak of the unseen Spiritual Power, except in the richest analogies of Nature?
CO4	treat the accretions acquired by contact with other nations as of the essence of Semitic religion, e.g. the golden calf following the Egyptian bondage, and the sexual abominations of the Canaanite Baal and Astarte.
CO5	Critically read and interpret religious texts and representations.

Course Content

Section – A (ਯਹੂਦੀ ਧਰਮ)

Sami Dharm

1. ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ।
2. ਪੈਗੰਬਰ ਮੂਸਾ ਸਾਹਿਬ ਦਾ ਜੀਵਨ।
3. ਪੁਰਾਣਾ ਨੋਮ ਸੰਖੇਪ ਜਾਣਕਾਰੀ।

Section- B

(ਈਸਾਈ ਧਰਮ)

4. ਈਸਾਈ ਧਰਮ ਦਾ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ।
5. ਹਜ਼ਰਤ ਈਸਾ ਮਸੀਹ ਜੀ ਦਾ ਜੀਵਨ।
6. ਨਵਾਂ ਨੋਮ ਸੰਖੇਪ ਜਾਣਕਾਰੀ।

Section- C

(ieslwm

Drm)

7. ਇਸਲਾਮ ਧਰਮ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ।
8. ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਅਤੇ ਉਹਨਾਂ ਦਾ ਮਿਸ਼ਨ।
9. ਪਵਿੱਤਰ ਕੁਰਆਨ ਦਾ ਇਸਲਾਮ ਧਰਮ ਵਿਚ ਸਥਾਨ।
10. ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ

Section- D

(ਪਾਰਸੀ ਧਰਮ)

11. ਜਰਤੁਸਤ ਜੀ ਦਾ ਜੀਵਨ ਤੇ ਸਿੱਖਿਆਵਾਂ।
12. ਜੰਦ ਅਵੇਸ਼ਤਾ:- ਸੰਖੇਪਜਾਣਕਾਰੀ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-

- ਸੰਸਾਰ ਦੇ ਧਰਮ (ਡਾ. ਹਰਬੰਸ ਸਿੰਘ, ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- ਈਸਾਈ ਧਰਮ ਇਕ ਜਾਣ- ਪਛਾਣ (ਕਰਤਾਰ ਚੰਦ ਭੱਟੀ ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- ਠਹੜ੍ਹ ਏਲਗਿਓਨੋ ਡੀ ਸਲਓਮ (ਏ. ਅਲੀਉਲਓਨਓ)
- ਵਿਸ਼ਵ ਧਰਮ ਸੰਗ੍ਰਹਿ:- ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	2	-	2	2	1	1	1	2	1
CO2	2	2	2	2	2	2	2	2	2	-	2	2	2



CO3	1	-	1	1	1	2	1	2	2	1	2	1	2
CO4	2	1	-	2	2	-	2	2	2	2	-	2	1
CO5	2	2	2	2	1	2	1	1	2	2	2	2	3
Average	1.6	1.7	1.7	1.8	1.6	2	1.6	1.8	1.8	1.5	1.7	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Assessment for Learning

Course Code: 402202

Semester: 4th

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the nature of assessment and its role in teaching learning process.
CO2	Critically analyze the role of assessment at different domains of testing.
CO3	Develop the skill of construction of testing tools.
CO4	Manage and implement assessment data.
CO5	Examine different trends and issues in assessment.

Course Content

Section A

1. Meaning of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their inter relationships
2. Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties
3. Principles and Types of evaluation
4. Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective based tests.

Section B

1. Steps of Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
2. Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
3. Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Section C

1. Scoring procedure - manual and electronic, development of Rubrics



2. Analysis and Interpretation of Students' Performance, Processing test performance, calculation of percentages, frequency distribution, percentile Rank, measures of central tendency, graphical representations and interpreting performance
3. Place of marks, grades and qualitative descriptions
4. Role of Feedback in Improving learning and learners' development.

Section D

1. Existing Practices: Semester system, CCE, Grading and Choice Based Credit System
2. Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity, Non-
3. Detention Policy, the menace of coaching
4. Policy Perspectives on Assessment: NCF (2009), RTE(2009)
5. Emerging Practices in Assessment: Standard Based Assessment, Online, Computer
6. Based and Open Book Examinations.

SESSIONAL WORK

7. Construction of an Achievement Test on One Topic.
8. Compilation of result of one class at school level.
9. Analysis of Continuous comprehensive Evaluation scheme at school level

Suggested readings

Aggarwal, R.N. & Vipin, A. (1983). Educational Measurement & Evaluation Agra Vinod Pustak Mandir.

Aggarwal, Y.P. (1989). Statistical Methods. Concepts Application & Computation, New Delhi: Sterling Publishers.

Anastasi, A. (1983): Psychological Testing., 6th Ed. New York, the Macmillan Co. 6th Edition.

Asthana, B. (2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.

Ebel, L.R. and Frisbie, D.A. (1991) :Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,

Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simons.

GOI. (2009). the right of children to free and compulsory education act (2009) Retrieved from <http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf>.

GOI. (2011). Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act, 2009. GOI Retrieved from http://www.Upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf.

Kubiszyn, T. & Borich, G. (1993). Educational Testing and Measurement. Harper Collins college publishers.

Ronald Jay Cohen, Mark, E. Swerdlik & Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.



Sharma, R.A.(2010). Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.

Thorndike R. L. & Thorndike Christ Tracy. (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.

Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychology and Education. . New York, John Wiley and Sons, Inc.

Ved Prakash, *ET. al.* (2000). Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	2	1	2	2	1	-	2	1	1
CO2	-	1	2	1	2	1	1	1	1	1	2	-	2
CO3	2	2	-	2	1	2	-	2	2	2	2	1	1
CO4	2	1	2	1	2	1	2	2	1	2	1	2	2
CO5	1	2	1	2	-	2	1	1	2	2	2	2	1
Average	1.5	1.6	1.7	1.6	1.7	1.4	1.5	1.6	1.4	1.7	1.8	1.5	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: School Management

Course Code: 402204

Semester: 4th

Credits:-2

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be to:

CO	Statement
CO1	Understand the concept and operational aspects of school management.
CO2	Enlist the physical resources of the school and their maintenance.
CO3	Understand the importance of social life in school and the role of administrators and the teachers.
CO4	Develop practical skills in organizing school programs and activities.
CO5	Make use of the managerial skills for employability

Course Content

Section A

1. School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
2. School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.



3. Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan

Section B

1. Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
2. School Time Table: Importance, types and principles of time table construction.

Section C

1. Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline
2. Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block District, State level).

Section D

1. School Records and Registers: Importance, types and essential requirements and maintenance of school records.
2. Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities - Morning Assembly, NSS/NCC, Field trips.

PRACTICAL WORK

- (a) Construction of Time Table of a school,
- (b) Observation of school Registers
- (c) Case study
- (d) Sociometry
- (e) Survey on Students' Satisfaction

SUGGESTED READINGS:

Bhatia, K.K. & Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tan don Publication.

Bhatnagar, R.P. & Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.

Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

Sachdeva, M. S. (2001). *School Management*. Ludhiana: Bharat Book Centres.

Sodhi, T.S. & Suri, A. (2002). *Management of School Education*. Patiala: Bawa Publication.

Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
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CO1	2	2	2	1	2	1	2	2	2	2	2	1	2
CO2	1	1	2	1	2	2	1	2	2	2	2	2	1
CO3	2	2	1	2	2	2	2	1	2	2	1	2	2
CO4	2	2	2	1	2	2	2	2	2	2	2	2	1
CO5	2	2	2	2	1	2	2	1	2	1	2	2	2
Average	1.8	1.8	1.8	1.4	1.8	1.8	1.8	1.6	2	1.8	1.8	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ- IV

Course Code: 1301401

Semester: 4th

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਬੱਤਖਦੇਪਰਾਂਜਿਹੇਸਫੈਦਿਨਨਾਵਲੈਟਪੜ੍ਹਕੇਪਾਤਰਾਂਦੇਜੀਵਨਬਾਰੇਗਿਆਨਹਾਸਿਲਕਰਨਗੇ।
CO2	ਗੁਰਮੁਖੀਲਿਪੀਦੀਮਹੱਤਤਾਤੋਂਜਾਣੂਹੋਜਾਣਗੇ।
CO3	ਸੂਚਨਾਤਕਨਾਲੋਜੀਨਾਲਸੰਬੰਧਿਤਸ਼ਬਦਾਵਲੀਅਤੇਕੰਪਿਊਟਰਦੀਵਰਤੋਂਕਰਨੀਸਿੱਖਕੇਵਿਵਹਾਰਕਜੀਵਨਵਿੱਚਲਾਗੂ ਕਰਨਗੇ।
CO4	ਪੈਰੋਪੜ੍ਹਕੇਪ੍ਰਸ਼ਨਾਂਦੇਉੱਤਰਦੇਣਦੀਜਾਂਚਪ੍ਰਾਪਤਕਰਨਗੇਅਤੇਸ਼ਬਦਾਵਲੀਦੀਮੁਹਾਰਤਹਾਸਿਲਕਰਨਗੇ।
CO5	ਨਾਵਲਦੇਪ੍ਰਮੁੱਖਤੱਤਾਂਬਾਰੇਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

- ਪਰਗਟ ਸਿੰਘ ਸਿੱਧੂ: ਬੱਤਖ ਦੇ ਪਰਾਂ ਜਿਹੇ ਸਫੈਦ ਦਿਨ(ਨਾਵਲੈਟ)।
 ➤ ਇਸ ਭਾਗ ਵਿੱਚ ਪੁਸਤਕ ਵਿੱਚੋਂ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਸਾਰ ਅਤੇ ਵਿਸ਼ਾ ਵਸਤੂ ਨਾਲ ਸਬੰਧਿਤ ਹੋਵੇਗਾ ਜਿਸ ਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
 ➤ ਦੂਸਰੇ ਹਿੱਸੇ ਵਿਚ ਕੋਈ ਤਿੰਨ ਪਾਤਰ ਦੇ ਕੇ ਦੋ ਦੀ ਉਸਾਰੀ ਕਰਨ ਨੂੰ ਕਿਹਾ ਜਾਵੇਗਾ ਇਸ ਦੇ 5+5=10 ਅੰਕ ਹੋਣਗੇ। 20 ਅੰਕ

ਭਾਗ-ਅ

- ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇਉੱਤਰਦੇਣੇ। 5 ਅੰਕ
- ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਿਤ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ। 5 ਅੰਕ
- ਕੰਪਿਊਟਰ, ਇੰਟਰਨੈੱਟ, ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਿਤ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਮਹੱਤਤਾ ਬਾਰੇ ਲੇਖਲਿਖਣਾ। 10 ਅੰਕ

ਭਾਗ-ੲ

- ਪੰਜਾਬੀਧੁਨੀਵਿਉੱਤ। 5 ਅੰਕ
- ਸੁਰ ਤੇ ਵਾਕਸੁਰਪ੍ਰਬੰਧ। 5 ਅੰਕ

ਪੁਸਤਕ ਸੂਚੀ:

- ਪਰਗਟ ਸਿੰਘ ਸਿੱਧੂ, 2016 ਬੱਤਖ ਦੇ ਪਰਾਂ ਜਿਹੇ ਸਫੈਦ ਦਿਨ (ਨਾਵਲੈਟ) ਸੰਗਮ ਪਬਲੀਕੇਸ਼ਨ, ਸਮਾਣਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਦੂਜਾ), 1992 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਜੈਤੇਗ ਸਿੰਘ, 2011, ਕੰਪਿਊਟਰ ਸੰਰਚਨਾ ਅਤੇ ਵਿਵਹਾਰਕ ਵਰਤੋ, ਮਦਾਨ ਬੁੱਕ ਹਾਊਸ, ਪਟਿਆਲਾ
- ਨਾਵਲ ਦੀ ਵਿਧਾ, 2013 ਜੋਗਿੰਦਰ ਸਿੰਘ ਨਹਿਰੂ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਰੜ੍ਹ
- ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, 2007, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਕੋਸ਼, ਪਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	1	1	2	1	3	2	3	3	2	3	2
CO2	1	2	3	1	1	2	1	1	2	2	2	1
CO3	2	2	1	1	2	2	2	3	1	2	2	-
CO4	1	1	2	1	2	2	2	3	2	1	2	2
CO5	1	2	2	2	3	1	1	1	2	1	1	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-IV

Course Code: 1301402

Semester: 4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Elaborate the prescribed text “Oliver twist” by Charles Dickens
CO2	Demonstrate and understand more complex grammatical structures
CO3	Write essay, paragraph and compared unseen passages Proficiently
CO4	Develop sufficient vocabulary through synonyms
CO5	Use abbreviations which are used as standards

Course Content

Section A

- a. Oliver Twist by Charles Dickens

Section B

a. Texts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 118 to 153)

Section C

Writing Skills

- a. Essay Writing
- b. Paragraph Writing
- c. Comprehension of Unseen Passage

Section D

Vocabulary:

- d. Synonyms
- e. Abbreviations.

SUGGESTED READINGS:

- Eastwood, J. (2004). Oxford Practice Grammar (With Answers). Second edition, OUP.
- Best, W. D. (1963). *The Students' Companion*. Longman.
- Fitriani, R. (2017). *An Analysis Of Moral Values In Novel " Oliver Twist" By Charles Dickens* (Doctoral dissertation, Universitas Pasir Pengaraian).
- Polanski, R., Kingsley, B., Foreman, J., Clark, B., Dickens, C., Harwood, R., & Edelman, P. (2005). *Oliver Twist*. Roadshow Entertainment.
- Boll, E. (1940). Charles Dickens in Oliver Twist. *Psychoanalytic Review*, 27(2), 133-143.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	-	2	3	3	1	2	2	1
CO2	1	2	3	-	1	2	1	1	2	-	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	-	1
CO4	-	1	2	1	1	2	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	-	1	2	1	3	3	-
Average	1.2	1.4	1.6	1.5	1.6	1.7	1.7	2.2	2	1.2	2.2	2	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Physical Education –IV

Course Code: 1301403

Semester: 4th

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Describe the respiratory and excretory system.
CO2	Discuss the communicable disease
CO3	Demonstrate effect of yoga on body
CO4	Elaborate Sudhi Kirya, Relaxation, Yoga as Sans
CO5	Analyze the right postures and Asana of yoga and meditation

Course Content

- Digestive system:** - Structure and function of different organs of digestive system and mechanism of digestion.
- Respiratory system:** Structure and function of different organs of Respiratory system, mechanism of respiration (Internal & External).
- Excretory System:** Structure and function of kidney and skin.
- Endocrine System:** - Structure, Function and location of Pituitary, Thyroid and Adrenal glands.
- Communicable Diseases:** - Classification, mode of transmission, presentation and control of malaria tuberculosis, hepatitis A, B, tetanus, Typhoid, rabies and Aids.
- Yoga:** - Meaning, aim, importance and types of yoga.
- Asanas:** - Importance, practicing meditative pose-padma, vagra, such asana
Culture poses:- halasana, sarvangasana, bhujayasana, salbhasana, dhanurasana and chakarasana.
- Effect of yoga on body:**-Effect of yoga on different system of body.
- Pranayam:** - Meaning, objective, importance physiological value and types.
- Sudhi Kirya:** - Meaning, Objective, Physiological values and types.
- Conditioning:** - Meaning, objective, importance and principal.
- Relaxation:** - Meaning, importance and techniques of relaxation progressive muscle relaxation, breathing exercise, yoga nidra and transcendental meditation.

SUGGESTED READINGS:

- Kang G. S. & Deol N. S. (2008). *An introduction to Health and Physical Education*



21st century Patiala.

- Singh, A. & Gill, J.S. (2004). *Essentail of Physical education and Olympic movement* KalyaniPublishers,Ludhiana..
- Yoga Hygiene. (1980). simplified by the Yoga institute, Santa Cruz, Bombay, shri Yogendra.
- Swami Siranander. *The Science of Paranayama*, 1978, published by the Divine life society P. O. Shivananda Nagar. Distt. Tehri Garhgwal. U. P. HimalayasInd.
- Dhama,K.(1975).*Facts about by Shri Yogendra*,1975, Kuvalaya, LonavalaBombay.
- Olsen,B.& Willgoose. (1976). *The Foundation of Health*, Prentice Hall inc. Englewood fliffs, NewJersey.
- Kang, G. S. *Anatomy, Physilogy & Health Education*, Published by Publication Bureau, Punjabi University,Patiala.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	-	3	2	3	3	1	2	2	-
CO2	1	2	3	1	1	2	1	-	2	2	2	1	2
CO3	2	2	1	-	2	2	2	3	1	2	2	-	1
CO4	1	1	2	1	1	2	2	3	2	-	2	2	2
CO5	1	-	1	2	3	1	1	1	2	1	3	3	2
Average	1.3	1.7	1.8	1.3	1.8	1.8	1.5	2.3	1.8	1.7	2.3	2.0	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education – IV (Practical)

Course Code: 1301404

Semester: 4th

Credits:-2

**L T P
0 0 4**

Course Outcomes: On successful completion of this course, the students will be able to:

CO	Statement
CO1	Master skill of serving, kill or attack, block, floor defense, setting and forearm pass to play volleyball
CO2	Measure the field and prepare of thefield
CO3	Arrange equipments and Materials for the game/event
CO4	Get knowledge of scoresheet.
CO5	Lean rules and regulations of the games/events

Course Content

RelayandHurdle 8M (Any OneRace)

PoleVault 8M (Any OneRace)



HummerThrow 8M (Any OneRace)

Judo, BallBadminton, Volleyball 16M (Any One Game) Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

- Measurement of the field and preparation of the field
- Equipments and Materials of the game/Event.
- Fundamental skill and lead up game.
- Techniques.
- Rules and Regulations of the game/Event.
- Officiating:
 - Duties of officials
 - Knowledge of scoresheet
 - Signals of officiating
 - Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	2	3	3	-	2	2	1
CO2	1	2	3	-	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	-	1
CO4	1	-	2	1	2	2	2	3	2	2	2	2	2
CO5	1	1	1	2	3	2	-	1	2	1	3	3	2
Average	1.4	1.8	1.8	1.5	2.0	2.2	1.8	2.2	2.0	1.8	2.2	2.0	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-IV

Course Code: 1301405

Semester: 4th

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Explain the ragas, simple alaps and tanas.
CO2	Learn notation of the malkons, bairvi, and bhageshwri ragas.
CO3	Elaborate the Tilwara Taal and Char Taal.
CO4	Trace historical development of Indian music during 14 th to 17 th century.
CO5	Demonstrate the skills to play various musical instruments

Course Content

Section A

1. Historical development of Indian music during 14th to 17th century with special reference to Akbarperiod.
2. Contributions and life sketches of followingMusicians:
 - a) Bade Gulam ALI Khan b) Pt. Bhim Sain Joshi

Section B

1. Detailed knowledge of Dhrupad & Dhammar styles of singing.
2. Varities ofTans.
3. Description & notations of the following ragas & talas:
 - a) Malkauns b) Bhageshwari c) Bhairavi

Section C

1. Taalas: Char taal, Tilwara
2. Importance of Laya & talas in music.
3. Definitions ofmusic.

Section D

1. Historical development of Indian music Ist to 17th century.
 - a) Matang b) Sharingdev
2. Origin & development of the Thumri gayanshailee.

SUGGESTED READINGS:

Kaur, D. *Sangeet Roop* Sangeetanjali Publications, Patiala

- Sharma, Y. *Sangeet Manual*. H.G Publications, Dehli
- Sharma, Y. *Gayan Kalan* Punjabi University, Patiala
- Yaspal & Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar* Karnal Publications

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	2	3	2	3	3	2	-	2	2
CO2	1	2	3	-	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	1
CO4	-	1	2	2	2	2	2	3	2	2	2	2	1
CO5	1	2	1	2	3	2	-	1	2	1	3	3	2



Average	1.3	1.6	1.6	1.8	2.0	2.2	1.8	2.2	2.0	1.8	2.3	1.8	1.6
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The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation





Course Name: Music (Vocal)-IV (Practical)

Course Code: 1301406

Semester: 4th

Credits:-2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Perform one Drut Khayal in each of the following ragas with Alaps & Tanas. Kedar, Bhimplasi & Bihag.
CO2	Sing one Lakshan
CO3	Develop skill to sing national anthem with harmonium.
CO4	Play teen Tal on Tabla skillfully.
CO5	Demonstrate the skills to recite Jhap Taal, Deep-Chandi, showing Khalitali with handmotion in Ekgum, Dhugan Layakaries.
CO6	Sing one folk song of Punjab.

Course Content

Performance

1. One Vilambit Khayal in any of the Ragas prescribed in the course with simple Alaps & Tanas.
2. One Drut khayal in each of the following Ragas with simple Alaps & Tanas:
Malkauns, Bhageshwari, Bhairavi.
3. Ability to recite Char- Taal, Tilwara showing khali, tali with hand motion in Ekgun, Dhugan, Layikaries.
4. Ability to play Kehrva tala on table.
5. One folk song of Punjab.
6. One Shabad in nirdharit Ragas.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	-	1	2	2	2	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	-	1	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	1	-	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	1	1	2	-	3	3	2
CO6	2	2	3	1	2	1	1	-	1	1	2	2	1
Average	1.4	1.5	1.6	1.2	2	1.2	1.4	2	1.6	1.5	2.2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English Literature -IV

Course Code: 1301407

Semester: 4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Describe and discuss the literary masterpiece of William Shakespeare “As you like it”, its characters, plot and content.
CO2	Critically analyze Thackeray’s ‘vanity fair’.
CO3	Explain and discuss various works of Shelley.
CO4	Discuss William Shakespeare’s ‘king Lear’
CO5	Classify the elements of literary genres

Course Content

Section A

William Shakespeare: *As You Like It*

Section B

Thackeray’s: *Vanity Fair*

Section C

Shelley: *'To Wordsworth'*

'When the Lamp is shattered' 'Prometheus'

'Stanzas Written in Dejection' 'Songs to Men of England'

Section D

William Shakespeare: King Lear

SUGGESTED READINGS:

Shakespeare, W. (2006). *As You Like It: Third Series* (Vol. 3). A&C Black.

Shakespeare, W. (2006). *As you like it* (1599). Ed. Juliet Dusinberre. London: Arden.

Shelly, P. B. (2000). Ozymantias of Egypt. In *The Poems of Shelley: 1817-1819*. Ed. Kelvin Everest and Geoffrey Matthews.

Jadwin, L. (1992). The seductiveness of female duplicity in vanity fair. *Studies in English Literature, 1500-1900*, 32(4), 663-687.

Thackeray, W. M. (1848). *Vanity fair: a novel without a hero* (Vol. 1). Harper & Brothers.

Mack, M. (2013). *King Lear in our time*. Routledge.

Goldberg, S. L., Lewis, S. L., & Goldberg, S. L. (1974). *An Essay on King Lear*. Cambridge University Press.

Tate, N. (2014). *The History of King Lear* (pp. 72-102). Routledge.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	-	1	2	2
CO2	1	2	-	1	1	2	1	1	2	2	-	1	2
CO3	2	-	1	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	-	1	1	2	3	2	1	2	2	1
CO5	1	1	1	1	3	1	-	1	2	1	3	3	-
Average	1.4	1.2	1.2	1.2	1.6	1.6	1.7	2	1.6	1.5	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- 1੩

Course Code: 1301408

Semester: 4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਦਲੀਪਕੋਰਟਿਵਾਣਾਦਾਨਾਵਲਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾਤੋਂਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਕੇਉਹਨਾਂਦੇਜੀਵਨਅਤੇਲਿਖਣਸੈਲੀਬਾਰੇਗਿਆਨਪ੍ਰਾਪਤਕਰਨਗੇ।
CO2	ਮੱਧਕਾਲੀਵਾਰਤਕਦੇਇਤਿਹਾਸਬਾਰੇਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਨਗੇ।
CO3	ਸਾਹਿਤਦੇਰੂਪਜੀਵਨੀਅਤੇਸਵੈਜੀਵਨੀਦੇਤੱਤਾਂਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
CO4	ਸਾਹਿਤਦੇਵੱਖਰੇਵੱਖਰੇਰੂਪਾਂਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਕੇਉਸਨੂੰਵਿਵਹਾਰਕਜੀਵਨਵਿੱਚਵਰਤੋਂਕਰਨਦੀਜਾਂਚਸਿੱਖਜਾਣਗੇ।
CO5	ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (1850-1947) ਤੱਕਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

1. ਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾ (ਨਾਵਲ) ਦਲੀਪ ਕੋਰਟਿਵਾਣਾ।

ਭਾਗ-ਅ

- 2 ਮੱਧਕਾਲੀ ਵਾਰਤਕ ਦਾ ਇਤਿਹਾਸ (ਟੀਕੇ, ਗੋਸ਼ਟਾਂ, ਮਸਲੇ, ਪਰਮਾਰਥ, ਸੁਖਨ, ਸਾਰ, ਪਰਚੀਆਂ, ਰਹਿਤਨਾਮੇ, ਹੁਕਮਨਾਮੇ।

ਭਾਗ-ੲ

- 3 ਸਾਹਿਤ ਦੇ ਰੂਪ(ਨਿਬੰਧ, ਸਫਰਨਾਮਾ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾ-ਚਿੱਤਰ, ਡਾਇਰੀ, ਚਿੱਠੀਆਂ)।

ਪੁਸਤਕ ਸੂਚੀ:

- ਦਲੀਪ ਕੋਰਟਿਵਾਣਾ ਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾ (ਨਾਵਲ) , ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ ਮਿਤੀਹੀਣ
- ਹਰਭਜਨ ਸਿੰਘ (1999) ਪੁਰਾਤਨ ਕਾਲ ਤੋ ਅਜੋਕੇ ਸਮੇ ਤੱਕ, ਧਨਪਤ ਰਾਏ ਐਡ ਸੰਨਜ਼, ਜਲੰਧਰ ਦਿੱਲੀ
- ਡਾ. ਗੁਰਚਰਨ ਸਿੰਘ ਸੰਪਾਦਕ, 2008ਮੱਧ ਕਾਲੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ (2014), ਸਹਿਤ ਦੇ ਰੂਪ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਪ੍ਰੋ. ਬ੍ਰਹਮ ਜਰਦੀਸ਼ ਸਿੰਘ, ਰਾਜਵੀਰ ਕੌਰ, (2013) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	2	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	1
CO3	2	3	2	1	3	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
Average	1.4	1.6	1.4	1.4	2	1.8	1.6	2	1.6	1.6	2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-IV

Course Code: 1301409

Semester: 4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	साहित्येतिहास और काव्य के रूपों के विश्लेषण के बारे में जान सकेंगे
CO2	व्याकरण का दैनिक जीवन में प्रयोग कर सकेंगे
CO3	नाटक के रूपों और तत्त्वों की समीक्षा कर सकेंगे।
CO4	नाटककारों के जीवन व दृष्टिकोण का विश्लेषण
CO5	मानक भाषा हिन्दी तथा साहित्य की विधाओं का विधिवत् ज्ञान प्राप्त कर सकेंगे

Course Content

भाग – क

- 1 काव्य:—परिभाषा, स्वरूप, प्रयोजन
2. महाकाव्य :- परिभाषा एवं स्वरूप।
3. हिन्दी नाटक :-परिभाषा एवं तत्त्व।
- 4.हिन्दी कहानी :-परिभाषा एवं तत्त्व।

भाग – ख

5. तकनीकी शब्दावली, विराम चिन्ह, सन्धि



6. भाषा – परिभाषा, प्रवृत्ति एवं अभिलक्षण

भाग –घ

7. राष्ट्रभाषा हिन्दी :- बोली और लिपि।

8. हिन्दी संस्मरण:- उद्भव और विकास।

9. हिन्दी रेखाचित्र:- उद्भव और विकास।

सहायक पुस्तकें:-

(क) भाषा विज्ञान :- भोलानाथ तिवारी (किताब महल, इलाहाबाद)

(ख) सामान्य भाषा विज्ञान :- बाबूराम सक्सेना।

(ग) भाषा विज्ञान की भूमिका :- देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	3	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	2	3	2	2	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	3	3
Average	1.4	1.2	1.2	1.4	2	1.6	1.6	2	1.6	1.8	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History of Punjab-IV

Course Code: 1301410



Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Classify the knowledge of Sikhs' struggle in 1716-1765.
CO2	Examine the relationship of British Rule and Punjab at different level.
CO3	Explain in detail the political development and Anglo-Sikh wars.
CO4	Compare the women's position in the different Sections of society.
CO5	Outline the knowledge and information about the historical places of different periods

Course Content

Section A

1. Sikh Struggle for sovereignty from 1716-1765
2. Role of Dal Khalsa Rakhi, Gurmata and Misl.

Section B

- Civil and military administration.
- Relation with the British.

Section C

1. Political Developments 1839-1845.
2. Anglo Sikh Wars.

Section D

1. New development in literature art and architecture in the Punjab region.
2. Social life with special reference to the position of women fairs, festivals, folk music dance and games in the Punjab.
3. MAP Historical Places Lohgarh, Gujranwala, Amritsar, Multan, Mudki, Ludhiana

SUGGESTED READINGS:

- Singh, K. (1990). *History and culture of the Punjab, part II Medieval Period*. Publication bureau, Punjabi University Patiala (3rd ed.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer type question.)
- Singh, F. (Ed) (1972.) *History of the Punjab, Vol, iii* Punjabi university Patiala
- Grewal, J.S. (1990). *The Sikhs of the Punjab*, The new Cambridge History of India orient Longman, Hyderabad,
- Singh K. (1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University



Press, Delhi, 1991

- Chopra, P.N., Puri B.N.(1974) *A social cultural & Economic History of India*, vol. and das, M.N.: II Mecomillan, Delhi,
- Yusuf, H. (1973). *Glimpses of Medieval Indian Culture* Asiapublishinghouse, Bombay 1973(rep.)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	1	2	2	3	2	2	1	2	1	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1
CO4	1	1	2	1	2	1	2	3	2	2	2	2
CO5	1	1	1	2	3	1	1	1	2	1	3	3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History-IV

Course Code: 1301411

Semester: 4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the knowledge and understanding about the sources of Sikh history
CO2	Explain the life and teachings of Guru Nanak dev ji
CO3	Discover the works of guru Angad dev ji to Guru Ram das jii
CO4	Identify the reasons of Martyrdom of Guru Arjun dev and guru Teg Buhadar ji
CO5	Outline the origin of Khalsa Panth
CO6	List the life Guru Gobind Singh and Banda Singh Buhadur

Course Content

Section A



1. Main Sources of Punjab History.
2. Guru Nanak Dev: His Teachings; Evaluation of Sikhism 1539-1606 (from Guru Angad to Guru Arjun Dev Ji)

Section B

- Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur.
- Guru Gobind Singh: Creation of the Khalsa and its Significance.

Section C

1. Relations of Sikh Gurus with Mughals, 1605-1708.
2. Banda Bahadur and establishment of Independent rule of the Sikhs; causes of his ultimate failure.

Section D

1. Sikh struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and Adina Beg.
2. Maps:
 - a) Battle of Guru Gobind Singh.
 - b) Military exploits of Banda Bahadur.
 - c) Important places connected with the Sikh Gurus in the Punjab.

SUGGESTED READINGS:

- Banerjee, I. B. *Evaluation of the Khalsa, Vol. I & II* (English & Punjabi)
- Narang, G.C. *Transformation of Sikhism*
- Grewal, J.S. *New Cambridge History of India; The Sikhs of the Punjab*
- Cunningham, J.D. *A History of the Sikhs (English)*
- Singh, J & Kapoor, P.S. *Punjab da Itihas (Punjabi)*
- Singh, B. *Punjab da Itihas (Punjabi)*, PP.34-506
- Arora, A.C. *Punjab d Itihas (Punjabi & Hindi)*
- Singh, G & Gandhi S.S. *History of the Punjab (Punjabi & Hindi)*
- Singh, K. *History of the Sikhs, Vol. I*
- Arora, A.C. *Atlas of the Punjab History (English, Punjabi & Hindi)*, PP 2-26
- Nanda, B.S. *Sikh Sampardaya (Punjabi)*
- Dhillon, D.S. *Sikhism: Origin and Development*
- Dhillon, D.S. and Bhullar, S.S. *The Battles of Guru Gobind Singh*
- Verma, D.K. *Guru Gobind Singh on Canvas of History (English)*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	1	3	2	2	1	1	1	2	2



CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	1	1	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
CO6	2	1	1	1	2	1	2	2	1	2	2	2	2
Average	1.5	1.3	1.3	1.3	1.7	1.7	1.7	2.0	1.5	1.5	2.0	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Political Science-IV

Course Code: 1301413

Semester:4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding about the role of President, Prime Minister and the courts in the Constitutional design of India
CO2	Show the feeling of patriotism
CO3	Assess the evolution, functioning and consequences of political parties in India and improve the skills to become a good social worker
CO4	Identify electoral rules, procedure and problems of election in India
CO5	Evaluate the role of various forces in Indian politics
CO6	Elaborate the function, role and composition of the Election Commission

COURSE CONTENT

Section A

1. Indian Cabinet: Prime Minister, Appointment, Powers, Position and Changing Role.
2. Supreme Court: Composition, Powers and role in the Indian Constitutional Process

Section B

1. Nature of Party System in India: A critical evaluation.
2. National Political Parties (Indian National Congress and BJP): their Organization, Ideology and electoral performance
3. Pressure Groups in Indian Politics and their role.

Section C

1. Role of Religion in Indian Politics.
2. Caste in Indian Politics, Regionalism in Indian Politics.

Section D

1. The Election Commission: Composition, Powers, Role and electoral Reforms in India.
2. Determinants of voting behavior in India.
3. Foreign policy of India and its determinants.

SUGGESTED READINGS:

- Austin, G. (1966). *The Indian Constitution : Corner Stone of a Nation*, Oxford, Oxford University Press,
- Austin, G. (2000). *Working of a Democratic Constitution : The Indian Experience*, Delhi, Oxford University Press,
- Basu, D. D. (1994). *An Introduction to the Constitution of India*, New Delhi, Prentice Hall,
- Bhambari, C. P. (1997). *The Indian State fifty years*, New Delhi, Sipra,
- Brass, P. (2003). *Politics of India since Independence*, Cambridge University Press,
- Brass, P. (1995). *Ethnic Groups and the State*, London, Croom Helm,
- Brass, P. (1974). *Language, Religion and Politics in North India*, London, Cambridge University Press,
- Fadia, B. L. (1984). *State Politics in India, Vol. II*, New Delhi, Radint Publisher,
- Frankel, F. R. (1978). *Indian Political Economy 1947-1977, The Gradual Revolution*, Oxford, Oxford University Press,
- Kothari, R. (1988). *State against Democracy: In Search of Human Governance*, Delhi, Ajantha,
- Kothari, R. (1970). *Politics in India*, New Delhi, Orient Longman,
- Kothari, R. (1967). *Party System and Election Studies*, Bombay, Asia Publishing House,
- Narain, I. (ed) (1967). *State Politics in India*, Meerut, Meenakshi Parkashan,
- Pylee, M. V. (1977). *Constitutional Government in India*, Bombay, Asia Publishing House,
- Pylee, M. V. (1998). *An Introduction to the Constitution of India*, New Delhi, Vikas
- Verma, S. P. & Bhambari, C. P. (ed) (1967). *Election and Political Consciousness in*



India, Meerut, MeenakshiParkashan,

- Nanda,S.S. *Indian Political System* (English, Hindi andPunjabi)
- Nanda,S.S. *National Movement 1885-1947* (English,Punjabi andHindi)
- Jha,N.K. (2000).*India's Foreign Policy in Emerging World*, SonicAsian Publications, New Delhi,
- Rajan,M.S. (1994). *Non-Alignment and Non-Alignment Movement in thepresent World*, Order, Konark, Delhi,
- Kothari,R.(ed.)(2004). *Caste in Indian Politics*, New Delhi, Orient Longman, Reprint,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	1	2	3
CO2	1	2	1	1	1	2	1	1	2	2	2	2	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	1	1	2	3	2	1	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	2	2
CO6	2	1	2	1	1	2	2	1	2	2	2	2	1
Average	1.5	1.2	1.3	1.3	1.7	1.5	1.7	1.8	1.7	1.7	2.0	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Management Information System

Course Code: 1301424

Semester:4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquaint themselves with the introduction to system & its types.
CO2	Define & explain Information system with emphas's on EDP/MIS/DSS.
CO3	Get complete overviews of Management Information System including its components.
CO4	Develop Information system with special reference on its Implementation & evaluation.
CO5	Relate functionsof MIS.

COURSE CONTENT

Introduction to Systems and Basic Systems Concepts, Types of Systems, The Systems Approach,

Information Systems: Definition & Characteristics, Types of Information, Role of Information in

Decision, Making, Sub, Systems of an Information system: EDP and MIS, management levels,EDP/MIS/DSS.

1. **An overview of Management Information System:** Definition & Characteristics, Components ofMIS,

2. **Frame Work for Understanding MIS:** Robert Anthony's Hierarchy of Management Activity,Information

Requirements& Levels of Management, Simon's Model of decision, Making, Structured Vs Unstructured decisions, Formal Vs. Informal systems.

3. **Developing Information Systems:** Analysis & Design of Information Systems: Implementation &Evaluation, Pitfalls in MIS Development.

Functional MIS: A Study of Marketing, Personnel, Financial and Production MIS.

SUGGESTED READINGS:

- Kanter,J.*Management /information Systems*,PHI.
- Gordon B. D.& Olson, M.H. "*Management Information Systems: Conceptual Foundation,structure&Development*".
- Murdick,R.G.& Joel E. R. & James R. C.*Information Systems for Modern Management*, PHI.
- Lucas. *Analysis, Design & Implementation of*

Information System



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	1	2	1	1	1	2	1	1	2	2	2	1
CO2	2	1	1	1	2	1	2	3	1	2	2	1
CO3	1	1	2	1	1	1	2	3	2	1	2	2
CO4	1	1	1	2	3	1	1	1	2	1	3	3
CO5	2	1	2	1	1	2	2	1	2	2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Economics-IV

Course Code: 1301414

Semester:4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the concept of public finance and public expenditure with complete detail.
CO2	Learn the determinants of balance of payment and Indian Tax system with characteristics.
CO3	Describe the deflected financing and its effect on Indian economy.
CO4	Analyse the current organization related to India Trade like IMF, world bank, SAARC etc.
CO5	Develop the skills of accounting and finance

Course Content

Section A

Introduction to Public Finance: Nature, Scope and its importance. Public Expenditure: Principles, Effects of Public Expenditure on production and distribution. Causes for the growth of Public expenditure

Section B

Taxation: Classification, characteristics of a good tax system. Public Debt: its types and role. Burden and methods of redemption of public debt

Section C

Theory of balance of payments and exchange rate: Meaning, concepts and components of balance of payments

Deficit Financing: Objectives and limitations.

Section D

SAARC: Origin and growth of India's trade with SAARC.

IMF and IBRD: Objectives, working and achievements, World Bank.

SUGGESTED READINGS:

- Musgrave,A.R.& Musgrave,P.B. (1976). *Public finance in Theory and Practice*, McGrawHill, International Student's Edition.
- Kindleberger,C.P. (1977). *International Economics*, Richard Irwin Homeswood Ilinios,Indian Edition,
- BoSoderston. (1990). *International Economics*, Macmillan Press Ltd.

SUPPLEMENTARY READINGS:

1. Dalton,H. (1936). *Principles of Public Finance*, London, Routeledge and Kegan Paul.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	2	1	1	2	2	2	-	1
CO2	2	-	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	-	1	1	2	3	2	2	2	2	-
CO4	2	1	1	2	3	1	-	1	2	1	3	3	2
CO5	2	1	2	1	-	2	2	2	2	2	2	2	3
Average	1.8	1.2	1.4	1.2	1.7	1.4	1.7	2	1.8	1.8	2.2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Sociology-IV

Course Code: 1301415

Semester:4th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the facts and forms of social stratification.
CO2	Analyze the different perspectives of social stratification.
CO3	Explain how caste & class system operates in society.
CO4	Discover the functions and types of marriage & family.
CO5	Interpret the function of Rural, Urban & tribal social organization

Course Content

Section A

1. Social Stratification: Bases and Forms.
2. Theories of Social Stratification: (Max Weber, Karl Marx)

Section B

1. Caste in India: Definition, features and changing patterns.
2. Class in India: Definition and bases, caste and class.

Section C

1. Marriage and Family in India: Types and Changing patterns.

Section D

1. Features of Societal Organization in India: Tribal, Rural and Urban.

SUGGESTED READINGS:

- Bhatnagar, G.S. & Rehal, B.S. (1997). *Bharati Samaj*, Patiala. Punjabi University.
- Desai, A.R. (1990). *Rural Sociology in India*. Bombay: Popular Prakashan
- Kapadia K.M (1972). *Marriage and Family in India*, London: Oxford University Press.
- Srinivas, M.N. (1995). *Social Change in Modern India*, New Delhi: Orient Longman.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	-	1	2	2	1	1
CO3	1	1	2	-	1	1	2	3	2	1	2	2	3
CO4	1	2	2	2	3	-	1	1	2	1	3	3	1
CO5	2	1	2	1	-	2	2	1	2	2	2	2	-
Average	1.6	1.4	1.7	1.5	1.7	1.5	1.6	1.5	1.8	1.6	2.2	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Linear Algebra

Course Code: 1301416

Semester: 4th

Credits: 2

L T P

2 0 0

Course Outcomes: On completion of the course, the successful students will be able to:

CO	Statement
CO1	Recall and define Groups ,Fields and their properties and Cite an examples of vector spaces ,subspaces and linear transformations
CO2	Solve the systems of linear equations, Analyze vectors in R^n geometrically and algebraically and distinguish Bidual space and natural isomorphism
CO3	Determine the concepts of linear independence, linear dependence , basis and dimension of vector spaces with Existence theorem
CO4	Correlate rank and nullity ,Linear transformation and matrix of a Linear transformation
CO5	and Examine whether a given space is an inner product space and the orthonormality of sets

Course Content

Section A

Vector spaces over a field, subspaces, Sum and direct sum of subspaces, Linear span, Linear dependence and independence, Basis, Finite dimensional spaces, Existence theorem for bases in the finite dimensional case, Invariance of the number of vectors in a basis, dimension, Existence of complementary subspace of any subspace of a finite-dimensional vector space, Dimensions of sums of subspaces, Quotient space and its dimension, Matrices and linear transformations, change of basis and similarity. Algebra of linear transformations, The rank-nullity theorem, Change of basis, Dual space. Bidual space and natural isomorphism, Adjoints of linear transformations, Eigenvalues and eigenvectors, Determinants, characteristic and minimal polynomials, Cayley-HamiltonTheorem.

Section B

Annihilators, Diagonalization and Triangularization of operators, Invariant subspaces and decomposition of operators, Canonical forms, Inner product spaces, Cauchy-Schwartz inequality, Orthogonal vectors and orthogonal complements, Orthonormal sets and bases, Bessel's inequality, GramSchmidtorthogonalization method, Hermitian, Self-Adjoint, Unitary, and Orthogonal transformation for complex and real spaces, Bilinear and Quadratic forms, The Spectral Theorem, The structure of orthogonal transformations in real Euclidean spaces, Applications to linear differential equations with constant coefficients.

Suggested Books:

- Kumaresan, S., (2000): *Linear Algebra, A Geometric Approach*. 75. Kuroah, A., Higher Algebra. 76. Lewis, Matrix Theory
- P.B. Bhattacharya, S.K. Jain and S.R. Nagpaul (2012). *First Course in Linear Algebra*. Wiley Eastern Delhi.
- J. Gilbert and L. Gilbert. (1990). *Linear Algebra and Matrix Theory*. Academic Press.
- S.Singh and Q Zameeruddin, *Modern Algebra* (Delhi, Vikas).
- I.N. Herstein. (2006). *Topics in Algebra* . Wiley.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	1	2	2	3	2	2	1	3
CO2	1	1	2	1	2	2	2	3	2	3	1	2	1
CO3	2	2	1	2	1	1	3	3	3	3	1	1	1
CO4	1	2	2	2	1	2	3	2	2	2	2	2	2
CO5	1	1	2	1	2	2	2	3	2	3	1	2	2
Average	1.4	1.6	2	1.6	1.4	1.6	2.4	2.6	2.4	2.6	1.4	1.6	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Analysis-II

Course Code: 1301417

Semester:4th

Credits:03

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Distinguish linear, nonlinear, ordinary and partial differential equations
CO2	Make use of the knowledge to solve linear differential equations with constant and variable coefficients
CO3	Learn methods of forming and solving partial differential equations
CO4	Develop understanding of differentiation and integration of vector valued functions
CO5	Analyze all the solutions of second and higher order linear differential equations with constant coefficients, linear equations with variable coefficients

Course Content

SECTION-A

Partial differential equations, Formation of partial differential equations, Types of solutions, PDEs of the first order, Lagrange's solution, Some special types of equations which can be solved easily by methods other than the general methods.

Partial differential equations of second and higher order, Classification of linear partial differential equations of second order, Homogeneous and non-homogeneous equations with constant coefficients, Partial differential equations reducible to equations with constant coefficients.

SECTION B

Derivatives, Rolle's Theorem, Mean Value Theorem, Darboux's theorem on intermediate value property of derivatives, Taylor's theorem. Indeterminate forms.

Integration, The Riemann Integral and its properties, Integrability of continuous and monotonic functions, Functions of bounded variation, their relation with monotonic functions and integrability

Convergence of improper integrals, Beta and Gamma functions, Frullani's integral. Integral as a function of a parameter and its continuity, differentiability and integrability

SUGGESTED READINGS:

- Gupta, A. S.,(2005). *Calculus of Variations*, Prentice Hall of India, New Delhi.
- Miller, F. H.(2017). *Partial Differential Equations*, John Wiley and Sons.
- E. Coddington & N. Levinson (1972). *Theory of Ordinary Differential Equations*, Tata Mc-Graw Hill, India.
- S.L. Ross. (1984). *Differential Equations*, 3rd edition, John Wiley & sons (Asia).



- D.A. Sanchez. (1968). *Ordinary Differential Equations & Stability Theory*. Freeman & company.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	-	2	3	2	3	2	1	2
CO2	-	1	2	3	1	1	2	2	1	3	1	1	2
CO3	1	2	1	2	1	2	3	3	2	2	-	2	2
CO4	1	-	1	2	1	1	3	3	3	2	2	2	3
CO5	1	2	1	2	1	2	3	3	2	2	1	2	1
Average	1.3	1.5	1.2	2.2	1.0	1.5	2.6	2.8	2.0	2.4	1.5	1.6	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Mechanics -II

Course Code: 1302418

Semester: 4th

Credits:3

**L T P
3 0 0**

Course Outcomes: On completion of the course, the successful students will be able to:

CO	Statement
CO1	Define Motion of a particle with constant acceleration , acceleration of falling bodies, motion under gravity, motion of a body projected vertically upward,
CO2	Explain Projectile, impulse, impact and laws of impact and Prove that the path of a projectile is a parabola Explain Projectile, impulse, impact and laws of impact
CO3	Derive the Relative motion, relative displacement, velocity and acceleration, motion relative to a rotating frame of reference , Linear momentum, angular momentum, conservation of angular momentum, impulsive forces,
CO4	Determine the Composition of Simple Harmonic Motion and the differential equation of a central orbit.
CO5	Prove theorems on different test of convergence and divergence of a series of positive terms

Course Content

SECTION-A

Partial differential equations, Formation of partial differential equations, Types of solutions, PDEs of the first order, Lagrange's solution, Some special types of equations which can be

solved easily by methods other than the general methods.

Partial differential equations of second and higher order, Classification of linear partial differential equations of second order, Homogeneous and non-homogeneous equations with constant coefficients, Partial differential equations reducible to equations with constant coefficients

SECTION B

Derivatives, Rolle's Theorem, Mean Value Theorem, Darboux's theorem on intermediate value property of derivatives, Taylor's theorem. Indeterminate forms.

Integration, The Riemann Integral and its properties, Integrability of continuous and monotonic functions, Functions of bounded variation, their relation with monotonic functions and integrability

Convergence of improper integrals, Beta and Gamma functions, Frullani's integral, Integral as a function of a parameter and its continuity, differentiability and integrability.

SUGGESTED READINGS:

1. S.L. Loney:(1947). *The elements of statics and dynamics*, 5th edition, Cambridge University
2. Blanchard, F., Maass, A., & Nogueira, A. (Eds.). (2000). *Topics in symbolic dynamics and applications* (Vol. 279). Cambridge university press.
3. Weatherburn, C.E. (1924). *Advanced Vector Analysis*. G. Bell and Sons, Ltd..
4. Goldstein H., Poole, C. and Safko, J.(2002). *Classical Mechanics*. 3rd Edition, Addison Wesley.
5. Spiegel, M. Lipschutz, S and Spellman, D. (2009). *Vector Analysis*. Schaum Outline Series. McGraw Hill.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	-	1	2	2	3	2	2	1	2
CO2	-	1	2	1	2	2	2	3	2	1	2	1	3
CO3	2	2	1	2	-	2	3	3	2	1	2	2	1
CO4	1	2	2	3	1	1	3	2	2	-	1	2	2
CO5	1	1	2	1	2	2	2	3	2	1	2	-	1

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name Home Science-IV

CourseCode: 1301419

Semester:4th

Credit-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	know and understand the importance and different elements of balance diet
CO2	Classify the various principles and methods to prepare meal
CO3	Get Knowledge about the nutrition food for patients, Pregnant women and lactating mother
CO4	Develop the knowledge about the methods of food preservation
CO5	Demonstrate the practical knowledge and understanding food elements

Course Content

SECTION A

FOODS AND NUTRITION

1. Food: functions of food and classification
2. Essential food constituents: Carbohydrates, Protein, Fats.
3. Recommended daily allowances, deficiency and excess intake of – Vitamins, Minerals, and Water functions in the body. Role of dietary fiber in human nutrition.
4. Principles and methods of cooking. Advantages of cooking of the food. Effect of cooking on different nutrients.- Moist heat - Boiling, stewing, steaming- Dry heat - Roasting grilling baking- Frying - Shallow and deep- Radiation - Solar and microwave
5. Methods of enhancing nutritive value of food stuff.- Importance of enhancing nutritive value of food stuffs.- Method of enhancing nutritive value of food stuffs, Sprouting fermentation combination and supplementation.

SECTION - B

6. Concept of Meal planning, balanced diet
7. Principles of meal planning, factors affecting. Meal planning for- male and female, Pregnant women and lactating mother
8. Introduction to therapeutic Nutrition, therapeutic adaptation of the normal diet soft and fluid diet, planning of diet in- Typhoid fever, Diarrhea., Constipation, Diabetes, High Blood Pressure, Food Preservation:
9. Food Preservation –Importance, Causes of food spoilage, Principles of food preservation, Methods of food preservation with special emphasis on household methods.

SUGGESTED READINGS:

- DurgaDeulkar, 1973: *Household Textiles and Laundry Work*, Atma Ram and Sons. NewDelhi.
- Farmer Bedrich, 1982: *Batik and Ikat*, Cutter Worth London.
- Gooch Peter M., 1974: *Ideas for Fabric Printing and dyeing*, Charles fribners, New York.
- Grayson Marlin, 1984: *Encyclopedia of Textiles, Fibres and Non woolen fabrics*, John wiley NewYork.
- Irabel S. Wingate, 1970: *Textiles Fabric and their Selection*, Prentice Hall Englewood Cliffs.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	-	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	-	2	2	1	2
CO3	-	1	2	1	1	1	2	3	2	1	2	2	3
CO4	1	2	2	2	3	1	-	1	2	1	3	3	1
CO5	2	1	2	1	1	2	2	1	2	2	2	2	2
Average	1.6	1.4	1.6	1.4	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Ensure opportunities and ample of work exposure
CO2	Extension and Outreach activities for Entrepreneurial Skill Development opportunities
CO3	Demonstrate the skills to prepare Cereals- Rice, Chappati, Sandwich, Pastries, Cakes, Salad, Curries
CO4	Enhance the skills to Plan and prepare diet for nutritive value of food stuff according to needs of individual
CO5	Use the various methods of prepare Beverages, Cereals, and other meal

Course Content

Preparation of:

1. Beverages- Tea, Coffee, Milkshake.
2. Cereals-Rice, Chappati, Sandwich, Pastries, Cakes.
3. Vegetables Salad, Curries.
4. Fruit-Fresh and stewed.
5. Milk-Porridge, Curds, paneer.
6. Soups-clear.
7. Meat-cookery/alternative Vegetarian substitutes,
 8. Some traditional recipes of Punjab. Planning and Preparation of meals for:
9. Adolescents' boys and girls.
10. Planning and preparation of diets for the patients suffering from: Diabetes and vitamin deficiencies.

SUGGESTED READINGS:

- DurgaDeulkar, 1973: *Household Textiles and Laundry Work*, Atma Ram and Sons. New Delhi.
- Farmer Bedrich, 1982: *Batik and Ikat*, Cutter Worth London.
- Gooch Peter M., 1974: *Ideas for Fabric Printing and dyeing*, Charles Gribners, New



York.

- Grayson Marlin, 1984: *Encyclopedia of Textiles, Fibres and Non woolen fabrics*, John wiley NewYork.
- Irabel S. Wingate, 1970: *Textiles Fabric and their Selection*, Prentice Hall Englewood Cliffs.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	-	2	1	1	1	2	3	2
CO2	2	2	2	2	2	2	2	1	2	2	2	3	2
CO3	2	2	1	1	1	2	1	-	1	1	2	3	1
CO4	2	-	2	2	1	2	2	2	2	2	2	1	2
CO5	-	2	3	1	1	2	1	1	2	2	2	2	3
Average	1.8	1.6	2.0	1.6	1.4	1.8	1.6	1.2	1.6	1.6	2.0	2.4	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-IV

Course Code: 1301421

Semester:4th

Credit-3

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	use industry terminology and equipment in appropriate ways
CO2	Apply Theories of clothingorigion
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Examine factors affecting design application

Course Content

SECTION-A

1. Fashion: Itsdefinition
 - (i) Classification ofFashion
 - (ii) Principals ofFashion
2. Drafting & designing according tofashion.

- (i) Factors affecting fashion and fashion forecast.

SECTION-B

3. Theories of clothing origin:
- a. Protection theory
 - b. Modesty theory
 - c. Self adornment theory
4. Fashion adaptation theories:
- a. Trickle down theory
 - b. Trickle across theory
 - c. Trickle up theory

SECTION-C

5. Factors affecting design application for:
- a. Various age groups
 - b. Seasons
 - c. Occupation
 - d. Occasions
6. Colour scheme and effect of colour on different bodies.
- a. Different types of personalities.
 - b. Skin Colour, Hair & Eyes Colour
 - c. Size of the body.

SECTION-D

7. Traditional costumes of India:
- a. Punjab
 - b. Rajasthan
 - c. Himachal Pradesh
 - d. Gujarat
 - e. Maharashtra
 - f. Madhya Pradesh
 - g. Uttar Pradesh
 - h. Jammu & Kashmir

SUGGESTED READINGS:

1. Sodhia, M. Dress Designing

2. Lata, K. Cutting and Stitching Art.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	2
CO2	2	1	3	1	2	1	2	3	1	2	2	1	1
CO3	3	3	2	1	1	3	2	3	2	1	2	2	3
CO4	1	2	2	2	3	1	3	3	2	1	3	3	2
CO5	2	1	2	1	1	2	2	3	2	2	2	2	1
Average	2	1.8	2	1.4	1.6	1.8	2	2.6	1.8	1.6	2.2	2.2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-IV (practical)

Course Code: 1301422

Semester:4th

Credit-2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to

CO	Statement
CO1	use industry terminology and equipment in appropriate ways
CO2	Master designing and construction work
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Illustrate accessories: Bells, Ties, Bows, Umbrellas, Hats etc.

Course Content

1. Designing and construction work:

a. Children Gargments

Sundress & Petticoat

b. Teenager

Salwar Kamiz, Churidar Pyjama, Skirt & Top

2. Sketching:

a. Sketching of different types of dresses on figure.

b. Detail in study in pencil and colour with light and shade of different types of folds, gathers & shape of fabrics in dresses.

c. Illustration of accessories: Bells, Ties, Bows, Umbrellas, Hat etc.



SUGGESTED READINGS

- Dress Designing: ManmeetSodhia.
- Cutting and Stitching Art: KusumLata.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	1
CO2	2	1	3	1	2	1	2	3	1	2	2	1	2
CO3	3	3	2	1	1	3	2	3	2	1	2	2	3
CO4	1	2	2	2	3	1	3	3	2	1	3	3	2
CO5	2	1	2	1	1	2	2	3	2	2	2	2	2
Average	2	1.8	2	1.4	1.6	1.8	2	2.6	1.8	1.6	2.2	2.2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Religious Studies-IV

Course Code: 1301423

Semester:4th

Credit:-5

L T P

5 0 0

Course Outcomes: On successful completion of this course, the students will able to

CO1	Get knowledge of disciplines of anthropology, psychiatry, history, psychology, sociology, religious studies, and theology.
CO2	Simplify five sources of information on NRMs the information provided by such groups themselves, that provided by ex-members as well as the friends and relatives of members, organizations that collect information on NRMs, the mainstream media, and academics studying such phenomena.
CO3	Understand the academic study of new religious movements is known as new religions studies.
CO4	Apply interdisciplinary theories and methodologies to the study of religion and spiritual traditions.
CO5	Compare myths, rituals, and practices across diverse religious and spiritual traditions

Course Content

ਮੱਧ ਕਾਲੀਨ ਅਤੇ ਆਧੁਨਿਕ ਧਾਰਮਿਕ
ਲਹਿਰਾਂ

Section-A

ਭਗਤੀ ਲਹਿਰ

1. ਭਗਤੀ ਲਹਿਰ: ਉੱਤਪਤੀ ਤੇ ਵਿਕਾਸ।

2. ਭਗਤੀ ਲਹਿਰ ਦੇ ਪ੍ਰਭਾਵ।
3. ਭਗਤੀ ਲਹਿਰ ਦੇ ਪ੍ਰਮੁੱਖ ਭਗਤਾਂ ਦੇ ਜੀਵਨ, ਭਗਤ ਕਬੀਰ ਜੀ, ਭਗਤ ਨਾਮਦੇਵ ਜੀ, ਭਗਤ ਰਵਿਦਾਸ ਜੀ।

Section- B

ਸੂਫੀਵਾਦ

4. ਸੂਫੀਵਾਦ ਦਾ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ।
5. ਸੂਫੀਵਾਦ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾ।
6. ਬਾਬਾ ਫਰੀਦ ਜੀ ਦਾ ਜੀਵਨ ਤੇ ਸਿੱਖਿਆਵਾਂ।

Section- C

19 ਵੀਂ ਸਦੀ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਭਾਰਤੀ ਧਾਰਮਿਕ ਲਹਿਰਾਂ

7. ਰਾਮ ਕ੍ਰਿਸ਼ਨਮਿਸ਼ਨ
8. ਬ੍ਰਹਮੋ ਸਮਾਜ
9. ਆਰੀਆ ਸਮਾਜ

Section- D

ਪੰਜਾਬ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਧਾਰਮਿਕ ਲਹਿਰਾਂ

10. ਨਾਮਧਾਰੀ ਲਹਿਰ
11. ਸਿੰਘ ਸਭਾ ਲਹਿਰ
12. ਅਹਿਮਦੀ ਲਹਿਰ
13. ਗੁਰਦੁਆਰਾ ਸੁਧਾਰ ਲਹਿਰ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-

1. ਉੱਤਰੀ ਭਾਰਤ ਦੀ ਸੰਤ ਪ੍ਰੰਪਰਾ, ਪਰਸੁਰਾਮ ਚਤੁਰਵੇਦੀ(ਹਿੰਦੀ)
2. ਗੁਰਦੁਆਰਾ ਸੁਧਾਰ ਲਹਿਰ, ਗਿ. ਪ੍ਰਤਾਪ ਸਿੰਘ (ਸ਼ਘਫਫ, ਸ੍ਰੀ ਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ)
3. ਸ਼ੇਖ ਫਰੀਦ ਤੇ ਰਚਨਾ, ਡਾ. ਤਾਰਨ ਸਿੰਘ, ਬਲਵੀਰ ਕੌਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ।
4. ਭਗਤੀ ਅੰਦੋਲਨ ਤੇ ਗੁਰੂ ਨਾਨਕ (ਮੋਹਨਸਿੰਘ)
5. Ten Saints of India:- TMP Mahadevan.
6. Punjab Past and Present :- Dr. GandaSingh

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	1	2	2	1	1	2	2	1
CO2	2	2	2	2	2	2	2	2	2	2	2	2	3
CO3	1	2	1	1	1	2	1	2	2	1	2	2	2
CO4	2	1	2	2	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	1	2	1	1	2	2	2	2	2
Average	1.8	1.8	1.8	1.8	1.6	1.8	1.6	1.8	1.8	1.6	2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਪੰਜਾਬੀਲਾਜ਼ਮੀ-V

Course Code: 1301501

Semester:5th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਵਿਤਾਵਾਂ ਦੇ ਵਿਸ਼ਾਲ ਅਰਥਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੋਂ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।
CO3	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਨਾਂਵ ਵਾਕਾਂ ਦੀ ਕਿਰਿਆ ਵਾਕਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਕੇ ਵਿਵਹਾਰਕ ਜੀਵਨ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਗੇ।
CO4	ਵਿਦਿਆਰਥੀ ਪੈਰਾਪੜ੍ਹ ਕੇ ਸ਼ਬਦ ਜੋੜ ਸੁਧਾਈ ਕਰਨ ਦੀ ਜਾਂਚ ਸਿੱਖ ਜਾਣਗੇ।
CO5	ਕਾਵਿਕੀਰਤੀ ਪੁਸਤਕ ਪੜ੍ਹ ਕੇ ਆਧੁਨਿਕ ਕਵੀਆਂ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

- ਕਾਵਿ ਕੀਰਤੀ, ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ।
 - ਪਹਿਲੇ ਭਾਗ ਵਿੱਚ ਦਸ ਅੰਕਾਂ ਲਈ ਦੋ ਕਾਵਿ ਟੁਕੜੀਆਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰਨ ਨੂੰ ਕਿਹਾ ਜਾਵੇਗਾ।
 - ਦੂਸਰੇ ਭਾਗ ਵਿੱਚ ਕਿਸੇ ਕਵਿਤਾ ਦਾ ਸਾਰ ਜਾਂ ਵਿਸ਼ਾ ਵਸਤੂ ਲਿਖਣ ਨੂੰ ਕਿਹਾ ਗਿਆ ਹੋਵੇਗਾ ਇਸਦੇ ਵੀ ਦਸ ਅੰਕ ਹੋਣਗੇ।

20 ਅੰਕ

ਭਾਗ-ਅ

- ਅੰਗਰੇਜ਼ੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ। ਪਅੰਕ
- ਹਿੰਦੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ। ਪਅੰਕ
- ਪੰਜਾਬੀ ਦੇ ਇੱਕ ਪੈਰੇ ਦੀ ਸ਼ਬਦ ਜੋੜ ਸੁਧਾਈ, ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਵਾਕਸੁੱਧੀ ਕਰਨ।

10 ਅੰਕ

ਭਾਗ-ੲ

- ਨਾਂਵ ਵਾਕਾਂਸ਼: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵਾਕ ਵਿੱਚੋਂ ਨਾਂਵ ਵਾਕਾਂਸ਼ ਦੀ ਪਛਾਣ।
- ਕਿਰਿਆ ਵਾਕਾਂਸ਼: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵਾਕ ਵਿੱਚੋਂ ਕਿਰਿਆ ਵਾਕਾਂਸ਼ ਦੀ ਪਛਾਣ।

5 ਅੰਕ

ਪੁਸਤਕ ਸੂਚੀ:

- ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, (2016) ਕਾਵਿ ਕੀਰਤੀ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀਅੰਮ੍ਰਿਤਸਰ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, (1992)ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਤੀਜਾ),ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ,ਜਲੰਧਰ।
- ਐਚ.ਕੇ ਡੋਲੀ, ਐਚ.ਐਸ. ਡਿੰਪਲ (2005) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਗੁਰੂਸਰ ਸੁਧਾਰ ਲੁਧਿਆਣਾ
- ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ(2003) ਰੁਪਾਂਤਰੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ
- ਡਾ.ਹਰਕੀਰਤ ਸਿੰਘ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਮਾਲਾ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	2	3	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	3
CO4	1	1	2	1	2	2	2	3	2	1	2	2	2
CO5	1	2	2	2	3	1	1	1	2	1	3	3	1
Average	1.8	1.8	1.8	1.8	1.6	1.8	1.6	1.8	1.8	1.6	2	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-V

Course Code: 1301502 S

emester: 5th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Display a working knowledge of the drama as a literary genre
CO2	Analyze plays for their structure and meaning, using the correct terminology
CO3	Exhibit effective unity and support, coherence , mechanics in essay
CO4	Evaluate the structure of poetry.
CO5	Develop the skills of translation from one language to another
CO6	Identify and describe distinct characteristics of poetic forms

Course Content



Section A

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

Section B

1. Selected College Poems (Orient Longman). Edited by Ambika Sengupta -The following poems from this book are prescribed:
 - a) All the World's Astage
 - b) KublaKhan
 - c) Ode to the WestWind
 - d) La Belle Dame SansMerci
 - e) Ulysses
 - f) My LastDuchess
 - g) Say Not the Struggle NaughtAvailleth
 - h) Nightingales.

Section C

1. EssayWriting
2. Curriculum Vitae writing.(C.V.)
'The Written Word' by Vandana R. Singh (Oxford University Press, New Delhi, 2003)

Section D

1. Translation of a running passage comprising at least ten sentences fromPunjabi/Hindi intoEnglish.

SUGGESTED READINGS:

- Singh, V.R. (2003). *The Written Word*.Oxford University Press, New Delhi.
- Miller, A., & Fussell, P. (1958). *All my sons*. Silva-Verlag.
- Hooti, N., & Habibi, S. (2011). The Nature of Guilt in Arthur Miller's All my Sons. *Studies in Literature and Language*, 3(1), 11-16.
- Taroff, K. (2013). " All My Sons": A Play By Arthur Miller and Henrik Ibsen. *The Arthur Miller Journal*, 8(1), 1-13.
- Gale, C. L. (2015). *A Study Guide for Arthur Miller's All My Sons*. Gale, Cengage Learning.
- Monteiro, G. (1963). Browning's" My Last Duchess". *Victorian Poetry*, 1(3), 234-237.
- Friedland, L. S. (1936). Ferrara and" My Last Duchess". *Studies in Philology*, 33(4), 656-684.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	1	3	2	1	1	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	1	1	2	2	3	2	1	2	2	3
CO5	1	1	1	2	3	2	1	1	2	1	3	3	1
CO6	2	1	1	1	1	2	3	1	2	2	2	2	1
Average	1.5	1.3	1.7	1.3	1.5	2.2	1.8	1.7	1.7	1.5	2.2	1.8	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education –V

Course Code: 1301503

Semester: 5th

Credits:3

**L T P
0 0 3**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the relationship of health and physical education.
CO2	Develop awareness regarding first aids.
CO3	Explain types and method of loading.
CO4	Discuss component, source and functions of each component of balance diet.
CO5	Analyze methods of general and specific conditioning.

Course Content

- 1. Massage:-**Classification and their effect, Effect of Exercise on muscular respiratory and circulatory systems.
- 2. Balance Diet: -**Component sources and function of each component.
- 3. Doping: -** Meaning, types, bad effects and control.
- 4. Sports Training: -** Meaning, aim, objective, principles of training.
- 5. Sports coaching: -** Meaning, aim, objective, principles of coaching.
- 6. Load: -** Meaning, principals, types and methods of loading.

7. **Training method:** - Circuit, Interval, Fartlek, Weight Training and CrossCountry.
8. **Components of Physical Fitness:-**Speed, strength, endurance, agility, and flexibility.
9. **Conditioning:** - Main principles and methods of general and specific conditioning.
10. **Motion:** Meaning, types and laws.
11. **Lever System:** Meaning, types and law.
12. **Force:** Meaning, types and centre of society.

SUGGESTED READINGS:

- Kang G. S. Deol N. S. (2008). *An introduction to Health and Physical Education 21st century* Patiala.
- Desch and Burk. (1963). *winesiology and applied anatomy*. 2nd ed. Lee and febiger.
- Wells. (1966) *K Kinesiology*, 4th edition W.B.Saunder.
- Mathews D. K. & fox, E.L. (1984). *The physiological basis of Physical Education and Sports*, 2nd edi, Philadelphia. K. B. Sanuders & Co.
- Shaver L. J. (1995). *Edeential of Exercise Physiology*. Kamla Nagar Surjeet,
- Dick, F. (1980). *Sports Training Principles*. London Lepus Book,
- Fisher, J. (1975). *Scienfific Basis of Athletic Conditioning Philadelphia*, lee and Febiger.
- Matveyer, L. (1981). *Fundamentals of sports Training*.
- Singh, A and Singh, J. (2004). *Essentail of Physical education and Olympic movement*. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	-	1	2	1	3	2	3	3	2	2	2	2
CO2	1	2	3	1	-	2	1	1	2	2	2	1	1
CO3	2	2	1	1	2	2	2	3	-	2	2	1	3
CO4	-	1	2	3	2	2	2	3	2	3	2	2	1
CO5	1	3	3	2	3	2	1	1	2	1	3	-	2
Average	1.5	2.0	2.0	1.8	2.0	2.2	1.6	2.2	2.3	2.0	2.2	1.5	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Physical Education –V (Practical)

Course Code: 1301504

Semester: 5th

Credits :2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to :

CO	Statement
CO1	Learn skill of catching & throwing ball.
CO2	Master the skill of fielding of ground balls & blybass
CO3	Utilise the skill of catching & hitting.
CO4	Organize physical skills like posture, stance, angling, timing, rhythm, extension, Blocking, striking, take downs, chokes, joint manipulation in taekwondo.
CO5	Make use of skill of attacking, hurdling & attacking off.

Course Content

Stipple Chase	8M (Any One Event)
Throwing Event	8M (Any One Event)
Jumping Event	8M (Any One Event)
Taekwondo Hockey, Softball	16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce. Contents to be covered during the

practical sessions:

- Measurement of the field and preparation of the field
- Equipments and Materials of the game/Event.
- Fundamental skill and lead up game.
- Techniques.
- Rules and Regulations of the game/Event.
- Officiating:
- Duties of officials
- Knowledge of scoresheet
- Signals of officiating
- Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	3	2	3	3	-	2	2	1
CO2	-	2	3	1	-	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	-	2	2	3	2	2	3	2	3	2	2	1
CO5	1	2	3	2	3	3	1	1	2	1	3	-	3
Average	1.8	2.3	2.4	1.6	2.8	2.4	1.6	2.2	2.0	2.0	2.2	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-V

Course Code: 1301505

Semester: 5th

Credits : 3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Explain Khatka, Meend, Bol Baantand Ghamak.
CO2	Get Knowledge of Talas in single & double.
CO3	Elaborate Alap, Tana and its various forms.
CO4	Trace brief life sketches of the great master of music & their contribution.
CO5	Demonstrate the skills to play various musical instruments

Course Content

Section A

1. Explain the following Upaj, Mukhda, Bol-Alap, Khatka, Meend, Bol Baant, Ghamak
2. Knowledge of written Talas in single & double.
3. Elementary knowledge of Raga- Ragini-Varigikaran.

Section B



1. Gharana, its importance & contribution towards khyalGayan.
2. Knowledge of Alap, Tana and its variousforms.
3. Brief life sketches of the great master of music & theircontribution:
 - a) Shri krishan Rao Shankar Pandit b) Ustad Faiyad Khan Sahib Agra
 - c) Shri Sohan Singh ji

Section C

1. Detailed study of Tanpura & SahayakNaad.
2. Detailed Knowledge of Dhrupad & Dhammar styles ofsinging.
3. Description of Ragas & Talas prescribed in thecourse:
 - a) Kedar b)Bhimplasi c) Bihag

Section D

1. Contribution of Guru Arjan Dev ji to gurmat sangeet. 2 Defintion of the following Nyas, Apnayas,
2. Grah, Ansh
3. Folk Music of Punjab

SUGGESTED READINGS

- Kaur, D. *Sangeet Roop (Part-I)*. Sangeetanjali Publications, Patiala
- Sharma, Y. *Sangeet Manual*. H.G Publications, Dehli
- Sharma, Y. *Gayan Kalan*. Punjabi University, Patiala.
- Yaspal & Lata, S. *Hindustani Shastri sangeet Sidhant avam Vyavhar*. KarnalPublications.
- Mishra, S.L& Katyal, A. *Sangeet Shaster Vivechan*, Punjabi UniversityPatiala

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	2	1	3	2	3	3	1	2	2	2
CO2	-	2	3	1	1	2	1	1	2	2	2	1	3
CO3	2	2	1	1	2	2	2	3	-	2	2	1	1
CO4	1	1	2	2	-	2	2	3	2	1	2	2	1
CO5	1	3	1	2	3	1	1	1	2	1	3	3	-

Average	1.5	1.8	1.8	1.6	1.8	2.0	1.6	2.2	2.3	1.4	2.2	1.8	1.8
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The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal) - V (Practical)

Course Code: 1301506

Semester: 5th

Credits:2

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Perform one Drut Khayal in each of the following ragas with Alaps & Tanas. Kedar, Bhimplasi & Bihag.
CO2	Sing one Lakshan
CO3	Develop skill to sing national anthem with harmonium.
CO4	Play teen Tal on Tabla skillfully.
CO5	Demonstrate the skills to recite Jhap Taal, Deep-Chandi, showing Khalitali with handmotion in Ekgum, Dhugan Layakaries.

Course Content

Performance

- One Drut khayal in each of the following Ragas with alaps & tanas: Kedar, Bhimplasi & Bihag.
- One Lakshan Geet in any of the prescribedragas.
- Ability to sing National Anthem withharmonium.
- Ability to play Teen tal ontable.
- Ability to recite Jhap Taal, Deep-chandi, Showing Khalitali with hand motion in Ekgun, Dhuganlayakaries.
- One filk song ofPunjab.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2



CO4	1	1	2	1	1	1	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	1	1	2	1	3	3	-
Average	1.4	1.4	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English Literature -V

Course Code: 1301507

Semester: 5h

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Define and explain various concepts pertaining to poetry and be well versed with the terms related like imagery, ballad, elegy, hyrax etc.
CO2	Trace out the history of English literature from romantic period to the modern period including the important trends & movement of these periods
CO3	Well versed with the important text of the modern period like preface the lyrical ballads, the Rime of ancient mariner.
CO4	Develop communication skills
CO5	Gain deeper understanding of ‘The Prelude’

Course Content

SectionA

Important Concepts pertaining to Drama

The following terms will have to be studied:

1. Imagery
2. Allusion
3. Ballad
4. BlankVerse
5. Concrete Poetry
6. DramaticMonologue
7. Elegy
8. FreeVerse
9. HeroicCouplet
10. LightVerse
11. Lyric
12. Metre
13. Rhyme
14. Sonnet
15. Symbol

Section B

History of English Literature from Romantic Period to the Modern Period:

(a) Important Trends and Movements in

these periods:

ROMANTIC PERIOD:

- i. Chief Characteristics of the Period
- ii. Major Romantic Poets and Essayists of this period.

MODERN PERIOD:

Major Thematic and Technical Features of the Literature of this period

(b) Important Texts of Modern periods:

- i) 'Preface' to the Lyrical Ballads
- ii) 'The Rime of the Ancient Mariner'
- iii) 'Ulysses' by Tennyson
- iv) 'Tess of the d'Urbervilles.'

Section C

Texts Prescribed:

A thing of Beauty-Selections from English Poetry, Edited by S. Jagadisan and V. Saraswathi (Orient Longman, 2001)

All the poems below are prescribed:

- (i) My mind to Me A Kingdom Is: Sir Edward Dyer
- (ii) From Henry VIII: William Shakespeare
- (iii) The Village Preacher: Oliver Goldsmith
- (iv) On the Receipt of My Mother's Pictures out of Norfolk: William Wordsworth
- (v) The Affliction of Margaret: William Wordsworth.

Section D

Text Prescribed

The Prelude Book First by William Wordsworth

SUGGESTED READINGS:

- Princeton Encyclopedia of Poetry and Poetics.
- Baldick, C. (2004) *Oxford Concise Dictionary of Literary Terms*. Oxford University Press, Indian Edition.
- Drabble, M., & Harvey, S. P. (Eds.). (1985). *The Oxford companion to English literature* (Vol. 68). Oxford: Oxford University Press.
- Lewis, C. S., Buxton, J., Davis, N., Dobrée, B., & Wilson, F. P. (1954). *English literature in the sixteenth century, excluding drama* (Vol. 3, pp. 508-9). Oxford: Clarendon Press.
- Lang, A. (2020). *History of English literature*. BoD—Books on Demand.
- Sanders, A. (1994). *The short Oxford history of English literature*. Published in the United States by Oxford University Press Inc., New York.



- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
- Scott, A. F. (1965). *Current literary terms* (pp. 196-197). Macmillan.
- Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
- Shakespeare, W. (2006). *As you like it* (1599). Ed. Juliet Dusinberre. London: Arden.
- Ornstein, R. (1968). *Marlowe and God: The Tragic Theology of Dr. Faustus*. *PMLA*, 83(5), 1378-1385.
- Okerlund, A. N. (1977). *The Intellectual Folly of Dr. Faustus*. *Studies in Philology*, 258-278

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	-
CO4	1	1	2	1	1	1	2	3	2	1	2	2	1
CO5	1	1	1	2	3	1	1	1	2	1	3	3	2
Average	1.4	1.2	1.2	1.4	1.6	1.6	1.6	2.0	1.6	1.4	2.0	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ- V

Course Code: 1301508

Semester: 5th

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਰੇਖਾਚਿੱਤਰ (ਹੁਸੀਨਚੇਹਰੇ)ਰਾਂਹੀਵੱਖਰੇਵੱਖਰੇਲੇਖਕਾਦੇਜੀਵਨਬਾਰੇਅਤੇਉਹਨਾਂਦੀਆਲਿਖਤਾਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
CO2	ਕਵਿਤਾਦੇਇਤਿਹਾਸਬਾਰੇਜਾਣਕਾਰੀਪ੍ਰਾਪਤਕਰਨਗੇ।
CO3	ਸਾਹਿਤਬਾਰੇਮੁੱਢਲੀਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
CO4	ਪੰਜਾਬੀਸਾਹਿਤਦੇਇਤਿਹਾਸਬਾਰੇਵਿਸ਼ੇਸ਼ਅਧਿਐਨਹਾਸਿਲਕਰਕੇਉਸਨੂੰਖੋਜਦੇਖੇਤਰਵਿੱਚਲਾਗੂਕਰਨਗੇ।
CO5	ਬਲਵੰਤਗਾਰਗੀਦੇਜੀਵਨਅਤੇਉਹਨੂੰਦੀਆਂਰਚਨਾਵਾਂਬਾਰੇਵਿਸ਼ਾਲਅਧਿਐਨਹਾਸਿਲਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

1. ਹੁਸੀਨ ਚਿਹਰੇ (ਰੇਖਾ ਚਿੱਤਰ) ਬਲਵੰਤ ਗਾਰਗੀ।

ਭਾਗ-ਅ

1. ਆਧੁਨਿਕ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ।

ਭਾਗ-ੲ



3 ਸਾਹਿਤ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ, ਸਾਹਿਤ ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ, ਸਾਹਿਤ ਤੇ ਸਮਾਜ, ਸਾਹਿਤ ਤੇ ਸ਼ਖਸੀਅਤ, ਸਾਹਿਤ ਤੇ ਮਨੋਵਿਗਿਆਨ।

ਪੁਸਤਕ ਸੂਚੀ:

- ਹੁਸੀਨ ਚਿਹਰੇ (ਰੇਖਾ ਚਿੱਤਰ) 2006, ਨਵਜੁੱਗ ਪਬਲੀਸ਼ਰਜ਼, ਦਿੱਲੀ
- ਜਸਵਿੰਦਰ ਸਿੰਘ ਨਵੀ ਪੰਜਾਬੀ ਕਵਿਤਾ, ਪਛਾਣ ਚਿੰਨ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ, ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ (2010), ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ
- ਅਤੇ ਵਿਕਾਸ ਲਾਹੋਰ ਬੁੱਕ ਸਾਪ ਲੁਧਿਆਣਾ
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ , ਡਾ. ਹਰਭਜਨ ਸਿੰਘ, (1999) ਧੰਨਪਤ ਰਾਏ ਐਡ. ਸ਼ਨਜ
- ਜਲੰਧਰ-ਦਿੱਲ

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	2	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	3	2	1	3	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2	2
CO5	1	1	1	2	3	2	1	1	2	1	3	3	3
Average	1.2	1.6	1.4	1.4	2.0	1.8	1.6	2.0	1.6	1.6	2.0	1.8	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-V

Course Code: 1301509

Semester: 5th

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	हिन्दी साहित्य में भक्ति काल के संत काव्य की रचनाओं का बोध
CO2	हिन्दी साहित्य के आधुनिक काल में भारतेंदु एवं द्विवेदी काल की काव्यगत प्रवृत्तियों का विश्लेषण एवं संश्लेषण
CO3	मुंशी प्रेमचन्द द्वारा रचित उपन्यास गोदान का समीक्षात्मक अध्ययन
CO4	छायावाद, प्रकृतिवाद, प्रयोगवाद की प्रवृत्तियों का बोध
CO5	खड़ीबोली एवं मानक भाषा की समीक्षा

Course Content

भाग – क

कविता लोक :- कबीर, रैदास, गुरु नानक देव, सूरदास, मीराबाई
सम्पादक, डॉ० शिवकुमार शर्मा, पब्लिकेशन ब्यूरो, चण्डीगढ़ द्वारा प्रकाशित।

भाग – ख

गोदान (उपन्यास) : मुंशी प्रेमचन्द द्वारा रचित।

भाग – ग

प्रतिनिधि कहानियां :- जयशंकर प्रसाद (प्रथम पांच कहानियां)
राजकमल प्रकाशन, नई दिल्ली।

भाग –घ

1. हिन्दी साहित्य का भक्तिकाल :-
हिन्दी साहित्य में भक्ति का उदय, परिस्थितियां, सन्त काव्य, प्रमुख कवि:- नामदेव,
दादुदयाल, सुन्दरदास।
2. हिन्दी साहित्य का आधुनिक काल :- कविता
 - (क) भारतेन्दुयुगीन हिन्दी कविता की प्रवृत्तियां।
 - (ख) द्विवेदीयुगीन हिन्दी कविता की प्रवृत्तियां।
 - (ग) छायावाद।
 - (घ) प्रगतिवाद।
 - (अ) प्रयोगवाद।

सहायकपुस्तकें:-डॉ० रामचन्द्र शुक्ल – वाणी प्रकाशन, नमनप्रकाशन।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	1	1	2	3	2	1	2	2	3



CO5	1	1	1	2	3	1	1	1	2	1	3	3	2
Average	1.2	1.2	1.2	1.4	1.6	1.6	1.6	2	1.6	1.4	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation





Course Name: History of Punjab-V

Course Code: 1301510

Semester: 5th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Know about the fetish administration and different concept.
CO2	Contribution and impact of socio-religious reforms movement.
CO3	Impact of movements in political conscious and uprising of 1907.
CO4	Describe the concept of indifference and politician of social and economic aspect.
CO5	Know about the new trends of social life that effect the modernization in different concept

Course Content

Section A

1. Main features of the early British administration.
2. British policy towards the army, agriculture, industry, trade and commerce.

Section B

1. The foundation, program and impact of the socio-religious reform movements: Arya Samaj, Singh Sabhas, Ahmadiyahs.
2. Contribution to growth of political consciousness by the Namdhari movement, Ghadar Movement and uprising of 1907

Section C

1. Significant developments leading to independence and partition.
2. Rebuilding of Social and Economic life after partition.

Section D

1. New trends in Social life: Gender discrimination, emigration from Punjab.
2. New trends in Economic life: Modernisation of agriculture, land reform.
3. MAP Important Historical Places: Mukatsar Sahib, Talwandi Sabo, Peshawar, Sialkot, Ferozpur, Ambala, Gujrat,

SUGGESTED READINGS:

- Singh, K. (1990). *History and culture of the Punjab, part II Medieval Period*. Publication bureau, Punjabi University Patiala (3rd Ed.) N.B. The required detail and depth would conform to the treatment of the subject in the above

survey. (This book will also form the basis of the short answer type question.)

- Singh, F. (Ed) (1972.) *History of the Punjab, Vol, iii* Punjabi university patina
- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India orient* Longman, Hyderabad,
- Singh K (1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi, 1991

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	1	1	2	1	3	2	2	1	1	1	2	2
CO2	1	2	1	1	1	2	-	1	2	2	2	1	2
CO3	2	1	-	1	2	1	2	3	1	2	2	1	3
CO4	1	1	2	1	2	1	2	3	2	1	2	2	-
CO5	1	2	2	2	3	1	1	1	2	-	3	3	2
Average	1.3	1.5	1.7	1.3	2.0	1.3	1.7	2.0	1.8	1.7	2.3	1.8	2.3

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: History-V

Course Code: 1301511

Semester: 5th

Credits:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Identify and describe the emergence of the Modern age, Renaissance and Reformation
CO2	Examine French Revolution 1789
CO3	Analyze Congress of Vienna
CO4	Develop understanding about the Industrial revolution and its effects
CO5	Evaluate the causes of first and second world war

Course Content Section A

1. Rise of Modern Age: Renaissance and Reformation.
2. French Revolution of 1789: its causes and effects,
3. Napoleon; His reforms, causes of his downfall.

Section B

1. Congress of Vienna
2. Nationalism
3. Crimean War: Causes and effects.

Section C

1. Industrial Revolution and its effects.
2. The Russian Revolution of 1917-causes and significance.
3. Causes of the First World War and Second World War.

Section D

1. Chinese Revolution of 1949: its causes and effects.
2. Maps: a) Vienna Congress. b) Unification of Italy c) Europe in 1945.

SUGGESTED READINGS:

- Hazen, C.D. *Modern Europe upto 1945* (English), PP. 39-261, 301-390, 448-591, 639-708.
- Ketelbey, C.D.M. *A History of Modern Times* (English), PP. 227-342, 385-408, 440-505, 545-687.
- Benns, F.L. *European History Since 1870* (English & Punjabi)
- Benns, F.L. *European Since 1914 in its World Setting* (English & Punjabi)
- Carr, E.H. *International Relations between the Two World Wars, 1919-1939.*
- Ergang, R. *Europe in our Times*, PP. 3-24, 87-194, 227-288, 313-349, 465-498.
- Fay, S.B. *The Origins of the World War.*
- Greenwood. *The Modern World: A History of our Times*
- Arora, A.C. & Arora, R.S. *History of the World* (Punjabi & Hindi)
- Sahota, D.S. *Europe Da Itihas* (Punjabi)
- Singh, R. *Europe Da Itihas* (Punjabi)
- Brown and Coysh. *The Map Approach to Modern History*
- Arora, A.C. & Arora, R.S. *Atlas of World History*
- Swain, J.E. *History of World Civilization* (English & Punjabi)
- Wells, H.G. *A Short History of the World* (English & Punjabi).

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	-	1	1	2	2
CO2	-	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	-	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	1	2	3	2	-	2	2	1
CO5	1	2	2	2	3	2	1	1	2	1	3	3	-
Average	1.5	1.4	1.4	1.5	1.8	1.8	1.6	2	1.75	1.5	2	1.8	1.5

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Political Science-V

Course Code: 1301513

Semester:5th

Credits:-5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the differences and similarities between the various constitutional arrangements
CO2	Learn features of U.S. Political system
CO3	Draft a wide range of topics such as US and UK political Parties, how political structure differs among countries, globalization and the history of political thought.
CO4	Criticize and classifies the US and UK Political System.
CO5	Get knowledge of british Parliament
CO6	Use historical documents to analyze past government structure and policies.

Course Content

Section A

1. Comparative Government and Comparative Politics.
2. Comparative Method.

Section B

- 1 Main features of the British Political System, British Political Traditions, and Monarchy.
- 2 Features of U.S. Political system and bill of Rights.
- 3 Executive in America-The President.

Section C

- 1 British Parliament-House of Lords, American Congress: House of Commons.
- 2 Political Parties and pressure groups in U.S.A.

Section D

1. Judicial system and judicial review in United States of America, Senate and House of Representatives.
2. Judicial system and rule of law in U.K.

SUGGESTED READINGS:

- Almond, G.A. & Coleman, J.S. (1960). *The politics of Developing Areas*, Princeton NJ, Princeton University Press,
- Badyal, J.S. *Comparative Politics*
- Nanda, S.S. *Comparative Politics*
- Ghai, U.R. *Comparative Politics*.
- Johari, J.C. *Comparative Politics*.
- Bushan, V. *Comparative Politics*.
- Almond, G.A. and Powell, G.B. *Comparative Politics*.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	2	2	2	1	2	-	2	2
CO2	-	2	1	1	1	2	1	-	2	2	2	2	2
CO3	2	1	1	1	2	-	2	1	1	2	2	1	-
CO4	1	2	2	1	1	1	2	1	2	1	2	2	3
CO5	1	1	-	2	3	1	1	1	2	1	3	2	2
CO6	2	1	2	1	1	2	2	-	2	2	2	2	2
Average	1.6	1.3	1.4	1.3	1.7	1.6	1.7	1.3	1.7	1.7	2.2	1.8	2.2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Computer Networks

Course Code: 1301524

Semester:5th

Credits5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Explain different data communication concepts.
CO2	Elaborates different types of communication channels & wireless transmission.
CO3	Discuss communication switching techniques.
CO4	Describe the various types of network reference models.
CO5	Explain & elaborate MAC Sub layer and the network layers.

Course Content

Data communications concepts: Digital and analog parallel and serial synchronous and asynchronous, simplex, half duplex, full duplex, multiplexing.

Communication channels: Wired transmissions: Telephone lines, leased lines, switch line, coaxial cables, base band, broadband, optical fiber transmission.

Wireless transmission: Microwave transmission, infrared transmission, laser transmission, radio transmission, and satellite transmission.

Communication switching techniques; Circuit switching, message switching, packet switching.

Network reference models; Network topologies, OSI references model, TCP/IP reference model, comparison of OSI and TCI reference model.

Data link layer design issue: Services provided to the network layer, framing, error control, flow control, HDLC, SDLC, data link layer in the internet (SLIP, PPP).

MAC sub layer: CSMA/CD, IEEE standards, FDM, TDM, CDMA.

The Network Layer: Design Issues, Routing Algorithms: Optimality principled, shortest path routing, Concept of Internet Working.

SUGGESTED READINGS:

- Tanne, B.A. *Computer Networks* (PHI)



- Bansandra, S.K. *Computer Today*(Galgotia)
- Black, U. *Data Communication System*(PHI)
- Stalling. *Data and Computer Communications*(PHI)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	1	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	-	3
CO3	1	1	2	-	1	1	2	3	2	1	2	2	1
CO4	1	1	1	2	3	1	-	1	2	1	3	3	2
CO5	2	1	2	1	1	2	2	-	2	2	2	2	-
Average	1.5	1.0	1.5	1.3	1.8	1.3	2.0	2.3	1.8	1.5	2.3	2.3	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Economics-V

Course Code: 1301514

Semester: 5th

Credits:-5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding about economic growth and development.
CO2	Find out the distinction between developed and under developed economy.
CO3	Understanding the growth model and theories of growth which helps to develop the economy.
CO4	Use theory of planning in developing countries and use effective techniques.
CO5	Develop employability skills

Course Content

Section A

Economic Growth and Development, Main Features of an Underdeveloped Economy, Determinants of Economic Development Nurkse's Thesis of Disguised Unemployment, Lewis Theory of Unlimited Supply of Labour

Section B

Classical, Marxian and Schumpeter's Model, Neoclassical Model of growth, Poverty and Development: Amritya Sen's View.

Section C

Strategies of Economic Development: Balanced Vs Unbalanced Growth. Theory of Big-Push and Rostow's Theory of Stages of Growth

Section D

Theory of Planning in Developing Countries: Need, Objectives, Strategies and Problems of Planning, Price Mechanism and Planning. Choice of Technique, Export Promotion and Export Substitution Strategy

Practical Work: (Do any Two):-

Field Work/Village Studies/Village Trip/Case Studies of firms/Industry/Any Business Organisation.

SUGGESTED READINGS:

- Meier, G.M. (Ed.) (1964). *Leading Issues in Development Economics*, Oxford University Press, New York, pp. 3-47, 231-265, 464-496.
- Rostow, W.W. (1991). *Stages of Growth*, Cambridge University Press, pp. 1-92.
- Higgins, B. (1966). *Economic Development, Principles, Problems and Policies*, Central Book Depot, Allahabad, pp. 3-24, 85-143.
- Meier, G.M. & Ranch, J. E. (Ed.) *Leading Issues in Economic Development*.
- Nurkse. *Problems of Capital Formation in Underdeveloped Economies*. Oxford.

SUPPLEMENTARY READINGS

1. Todaro, M. *Economics Development in the Third World* (almost entire book).

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	-	2	1	1	2	2	2	1	1
CO2	2	1	1	1	2	1	2	3	-	2	2	1	3
CO3	-	1	2	1	1	1	2	3	2	2	2	2	2
CO4	2	1	1	2	3	1	-	1	2	1	3	3	-
CO5	2	-	2	1	1	2	2	2	2	2	2	2	1
Average	2.0	1.3	1.4	1.2	1.8	1.4	1.8	2.0	2.0	1.8	2.2	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name Sociology-V

Course Code: 1301515

Semester:5th

Credits5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the concept of Social problems.
CO2	Analyse causes of Poverty and Unemployment.
CO3	Evaluate forms & legislation of Domestic Violence.
CO4	Identify causes of Drug abuse & Alcoholism.
CO5	Elaborate causes& consequences of Farmer Suicide

Course Content

Section-A

1. Social problems: Meanings, types, characteristics and features.
2. Causes of social problems

Section B

1. Traditional problems: Poverty, unemployment, problem of aging.

Section C

1. Drug Abuse, Domestic Violence, Dowry, Child abuse, farmersuicide

Section D

1. Field work on social problems in Punjab.

SUGGESTED READINGS:

- Konopka G.,(1963) *Social Group Work*, New Jersey, Prentice Hall.
- Trecker, H.B.(1975) *Social Group Work*, New York, Association Press.
- John Wile. Planning Commission, *Encyclopedia of Social Work in India*, New York.
- Perlman, R.& Gurin *Community Organisation and Social Planning*, New York, John Wiley.
- Madan, G.R. *Indian Social Problem*, Vol. I & II

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	1	2
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	1	1	2	3	2	1	2	2	1
CO4	1	2	2	2	3	1	1	1	2	1	3	3	1
CO5	2	1	2	1	1	2	2	1	2	2	2	2	3
Average	1.6	1.4	1.6	1.4	1.6	1.4	1.6	1.8	1.8	1.6	2.2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Numerical Methods

Course Code: 1301516

Semester: 5th

Credits:3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Characterize the Basic concepts of operators like Solution of algebraic and transcendental equations: BiSection method, False position method, Fixed-point iteration method,
CO2	Solve problems using Newton forward formula and Newton backward formula and its convergence.
CO3	Derive Gauss’s formula and Stirling formula using Newton forward formula and Newton backward formula.
CO4	Calculate Simpson’s 1/3 ,3/8 rules using trapezoidal rule and evaluate the summation of series finite difference techniques
CO5	Generate the solution of algebraic, transcendental and ordinary differential equation which enhance the analytical as well as numerical skill which make them employable.

Course Content

Section A

Solution of algebraic and transcendental equations: BiSection method, False position method, Fixed-point iteration method, Newton’s method and its convergence, Chebyshev method. Solution of system of non-linear equations by Iteration and Newton-Raphson method. Program in C for BiSection method, False position method and Newton’s method.

Section B

Finite difference operators and finite differences; Interpolation and interpolation formulae: Newton’s forward and backward difference, Central difference: Sterling’s and Bessel’s

formula, Lagrange’s interpolation formula and Newton’s divided difference interpolation formula, Hermite interpolation, Program in C for Newton’s forward and backward formula, Newton’s divided difference formula.

Section C

Direct methods to solve system of linear equations: Gauss elimination method, Gauss-Jordan method, LU decomposition; Indirect methods: Gauss-Jacobi and Gauss-Seidal methods. The algebraic eigen value problems by Householder and Power method. Algorithms and program in C for Gauss-Jacobi and Gauss-Seidalmethod.

Section D

Numerical differentiation and Numerical integration by Newton cotes formulae, Trapezoidal rule, Simpson’s rule, Romberg formula and their error estimation. Numerical solution of ordinary differential equations by Euler’s method, Picard’s method, Taylor series and Runge-Kutta methods. Program in C for Trapezoidal and Simpson’srule.

SUGGESTED READINGS:

- Bradie,(2007). *A Friendly Introduction to Numerical Analysis*, Pearson Education, India,
- M. K. Jain, S. R. K. Iyengar and R. K. Jain, (2007). *Numerical Methods for Scientific and Engineering Computation*, New age International Publisher, India, 5th edition,
- Gerald and P. O.(2008). Wheatley, *Applied Numerical Analysis*, Pearson Education, India,7th edition.
- M. Pal (2007). *Numerical Analysis for scientific and engineering computation*, Narosa Publication.
- N. Ahmad(2008). *Fundamental Numerical Analysis with error estimation*, AnamayaPublisher

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	1	2	3	3	2	2	1	-
CO2	-	1	2	1	2	1	2	2	2	3	2	2	2
CO3	2	2	-	2	1	2	3	3	1	1	1	2	2
CO4	1	2	2	2	1	2	3	-	1	2	2	1	1
CO5	2	2	1	2	1	2	2	3	1	3	1	-	1
Average	1.4	1.8	1.4	1.8	1.2	1.6	2.4	2.6	1.6	2.2	1.6	1.4	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Co-Ordinate Geometry

Course Code: 1301517

Semester: 5th

Credits:2

L T P

2 0 0

Course Outcomes: Unsuccessful completion of the course, the students will be able to:

CO	Statement
CO1	Describe the various forms of equation of a plane, straight line, parabola, Ellipse and hyperbola.
CO2	Compare and contrast the geometries of the Euclidean and hyperbolic planes, and Analyze axioms for the Euclidean and hyperbolic planes and their consequences,
CO3	Find the angle between planes, Bisector planes, Perpendicular distance from a and Derive the point to a plane, Image of a line on a plane, InterSection of two lines
CO4	Use transformational and axiomatic techniques to prove theorems and Calculate the Shortest distance between two skew lines and
CO5	Learn coplanar lines and illustrate

Course Content
Section A

General equation of second degree, Pair of lines, Parabola, Tangent, normal. Pole & polar and their properties. Ellipse, Hyperbola, Tangent, normal, pole and polar. Conjugate diameters, Asymptotes, Conjugate hyperbola and rectangular hyperbola. Polar equation of a conic, Polar equation of tangent, normal, polar and asymptotes, General equation of second degree, Tracing of parabola, Ellipse and hyperbola.

Section B

Equation of sphere, Tangent plane, Plane of contact and polar plane, InterSection of two spheres, radical plane, Coaxial spheres, Conjugate systems, Equation of a cone, InterSection of cone with a plane and a line, Enveloping cone, Right circular cone.

Section C

Equation of cylinder, Enveloping and right circular cylinders, Equations of central conicoids, Tangent plane, Normal, Plane of contact and polar plane, Enveloping cone and enveloping cylinder, Conjugate diameters and diametral planes, Equations of paraboloids and its simple properties.

SUGGESTED READINGS:

- Loney, S. L. (1897). *The elements of coordinate geometry*. Macmillan and Company.
- Jain, P.K. and Ahmad, K. (1994). *A Text Book of Analytical Geometry of two Dimensions*, Wiley Eastern Ltd.
- Bell, R. J.T. (1994). *Elementary Treatise on Coordinate Geometry of Three Dimensions*, Macmillan India Ltd.,



- J. P. Mohindru, Mrs. Usha Gupta & A. S. Dogra (2004). *New Pattern Vector Algebra and Geometry*, International Publishers, New Edition.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	1	2	2	2	1	1	2	3	3	3	2	1
CO2	1	1	2	1	2	1	2	2	1	2	1	1
CO3	2	2	1	2	1	1	2	3	1	2	2	2
CO4	1	2	2	2	1	2	2	3	1	3	1	1
CO5	1	2	1	2	1	1	2	3	1	2	2	2
Average	1.2	1.8	1.6	1.8	1.2	1.2	2	2.8	1.4	2.4	1.6	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Number Theory

Course Code: 1301518

Semester: 5th

Credits:3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Define and interpret the concepts of divisibility, congruence, greatest common divisor, prime, and prime-factorization,
CO2	Express the concepts and results of divisibility of integers effectively and solve challenging problems related to Chinese remainder theorem effectively
CO3	Apply the Law of Quadratic Reciprocity and other methods to classify numbers as primitive roots, quadratic residues, and quadratic non-residues,
CO4	Demonstrate the logics and methods behind the major proofs in Number Theory
CO5	Describe the properties of prime numbers

Course Content

Section A

Divisibility, Introduction, The Division Algorithm, Gcd and Lcm, The Euclidean Algorithm, Primes and their properties, Infinitude of primes, The Fundamental Theorem of Arithmetic, The Prime Number Theorem (statement only)

Section B

Congruences, Definition and properties, Euler's phi function, Fermat's Theorem, Euler's



Theorem, Wilson's Theorem, Solutions of Congruences, The Chinese Re-remainder Theorem, Multiplicative property of Euler's phi function, Primitive Roots.

Section C

Quadratic Reciprocity, Quadratic Residues, The Legendre Symbol and its proper-ties, Lemma of Gauss, The Gaussian Reciprocity Law, The Jacobi symbol.

SUGGESTED READINGS:

- G. H. Hardy and E. M. Wright, (2008). *An Introduction to Theory of Numbers*, Oxford University Press, 6th Ed ,
- I. Niven, H. S. Zuckerman and H. L. Montgomery, (2004). *An Introduction to the Theory of Numbers*, John Wiley and Sons, (Asia) 5th Ed.,
- H. Davenport , (1999). *The Higher Arithmetic*, Camb. Univ. Press, 7th edition,
- David M. Burton,(2007). *Elementary Number Theory*, Tata McGraw Hill, 6th Edition,
- Hardy, G. H., and Wright, E. M.,(1979). *An Introduction to the Theory of Numbers*, 5th Edition, Clarendon Press(Oxford),.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	1	2	1	2	3	1	2	2	2	2
CO2	2	2	1	2	2	2	1	2	2	3	3	1	1
CO3	1	1	2	2	1	2	2	3	1	2	2	2	2
CO4	2	2	3	1	3	2	1	2	2	3	1	1	1
CO5	1	2	1	3	2	1	2	3	1	2	2	2	2
Average	1.4	1.8	1.6	1.8	2	1.6	1.6	2.6	1.4	2.4	2	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Home Science-V

Course Code: 1301519

Semester:5th

Credit-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	manage different resources for livelihood
CO2	Gain the knowledge to simplification of different work in appropriate time
CO3	Develop an abilities to design and arrangements in their house
CO4	Learn different elements of art
CO5	Master skills for management, finance, recourses management

Course Content

Section A

Resource Management and Interior Decoration

1. Resource Management - Definition, importance and steps in the process of Management, Family Resources - Definition, classification and management of resources
2. Money management- Meaning, types of income, process of money management, budgeting, keeping records.
3. Energy management: - Process of energy management, fatigue, rest periods.
4. Time management – Process of time management, peak loads.

Section B

5. Work simplification - Meaning and methods. Kitchen & Types of kitchen
6. Elements and Principles of art. Colour - Characteristics and different schemes, Psychological effects of colours
7. Flower arrangement
8. Housing a) Selection of House site b) Factors to be considered while designing a house Orientation, Privacy, Grouping of User's Area, Roominess Circulation, Sanitation, Light & Ventilation, Aesthetics, Flexibility, and Cost.

Reference:

Management for Indian Families: Gross & Crandall Management in family living: Nickell & Dorsey

Home Furnishing: A.H. Rutt 4- Home with characters: Graig & Rush Home Management families: M.K. Manu

Ruth E. Deacon. Francille M. Firebaugh (1975): Family Resource



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	2	1	2	1	1	2	3	2	1	2
CO2	2	1	1	-	2	1	1	1	1	2	3	1	2
CO3	1	1	3	1	1	1	2	2	2	1	2	2	1
CO4	1	3	2	2	3	1	1	1	2	2	1	1	2
CO5	2	-	3	1	1	2	2	1	2	1	2	2	2
Average	1.4	1.6	2	1.4	1.6	1.4	1.4	1.2	1.8	1.8	2	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Home Science-V (Practical)

Course Code: 1301520

Semester:5th

Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	design and decorate their home
CO2	learn different fine art activities
CO3	Organizeworkshops/Exhibitions/Educational Visits/Displays/Theme decorations /Surveys
CO4	Build and perfect skills in rangoli, flower arrangement, decoratinginteriors
CO5	Utilise Product Development (Landscape Accessories, Terrariums and Mini Gardens, Recycling waste products, hand made soaps etc.)
CO6	Use the various methods of prepare Beverages, Cereals, and other meal

Course Content

1. Study of colour wheel, use of colours in differentrooms.
2. Flower arrangement for different occasions - Fresh &Dry
3. MakingRangolies
4. Pot making – by painting and bydecoration
5. Table manners & Table setting including napkinfolding.
6. Preparation of one menucard,
7. Drawing of layout plans for different rooms One decorative/utility article from wastematerial

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	1	2	1	1	1	2	2	2
CO2	2	1	2	1	1	2	2	1	2	2	1	2	2
CO3	1	2	1	1	1	1	1	1	1	1	1	1	2
CO4	2	1	2	2	1	1	1	2	3	2	1	1	1
CO5	1	2	3	1	1	2	1	1	1	2	2	1	2
CO6	2	1	2	2	2	2	2	1	1	1	2	2	3
Average	1.5	1.3	2	1.5	1.1	1.5	1.5	1.1	1.5	1.5	1.5	1.5	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-V

Course Code: 1301521

Semester:5th

**L T P
3 0 0**

Credit-3

Course Outcomes: On successful completion of this course, the students will able to learn:

CO	Statement
CO1	Learn paper pattern making & its types
CO2	Apply Principles of Patterns Cutting
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply Methods of transferring paper layout
CO5	Study the patterns making tools.

Course Content

SECTION-A

1. (a) Paper pattern making & its types
(b) Precautions while making patterns
2. (a) Benefits of paper pattern making
(b) A study of patterns making tools

SECTION-B

3. Principles of Patterns Cutting:



4. (a) Methods of transferring paperlayout
(b) Precautions & advantages of layout

BOOKS RECOMMENDED

1. Garment Construction Skills by Prem LataMullick
2. Ancient Indian Costume by RoshenAlkazi
3. Indian Dress by CharlesFabri

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	1	1	2	2	2	3	2
CO2	2	1	3	1	2	1	2	3	1	2	1	1	1
CO3	3	3	2	1	1	1	2	2	2	1	2	2	2
CO4	1	2	2	2	3	1	3	2	2	2	2	2	2
CO5	2	1	2	1	1	2	2	2	2	2	2	2	3
Average	1.8	1.8	2	1.4	1.6	1.4	2	2	1.8	1.8	1.8	2	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name Fashion Designing-V (practical)

Course Code: 1301522

Semester:5th

Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of this course, the students will able to learn:

CO	Statement
CO1	Learn paper pattern making & its types
CO2	Apply Principles of Patterns Cutting
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply Methods of transferring paper layout
CO5	Study Alternation to patterns Trouser size and shape.

Course Content

SECTION-A

1. Basic Terminology:

Paper Pattern, Templates, Seamless Patterns, Block, Grain line, Corollary, Land marks, Bowing, Pattern grading, Bust point, Balance, Notches, Draping, Ease, Dart, Selvedge, True bias, Pattern plot, Pattern manipulation, Pivotal point, Bias cut.

SECTION-B

2. Alternation to patterns Trouser size and shape

- (a) Waist line
- (b) Crotchlength
- (c) Leglength
- (d) Largebottom

3. Alteration of Patterns in ladiesshirt

- (a) Length &Width
- (b) Adjustment of sleeve &shoulders
- (c) Waist &Hip

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	-	2	2	2	3	2
CO2	-	1	3	1	2	1	2	3	1	2	2	1	1
CO3	1	3	2	-	1	3	2	1	2	1	1	2	2
CO4	1	2	2	2	3	1	3	1	2	1	-	1	3
CO5	2	1	2	1	1	2	2	-	2	2	2	2	2
Average	1.4	1.8	2	1.4	1.6	1.8	2	1.4	1.8	1.6	1.6	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name Religious Studies-V

Course Code: 1301523

Semester:5th

Credit:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO1	Known manuscripts concerning philosophy, and relates to many other branches of philosophy, including metaphysics, epistemology, and ethics.
CO2	Discuss questions regarding the nature of religion as a whole, rather than examining the problems brought forth by a particular belief system.
CO3	Understand philosophy of religion, central themes and concepts involved in religious traditions.
CO4	Understand some examples of religious activity in Britain and India on 'special days' and have some practical experience in the study of these examples
CO5	Identify and evaluate critically the motives, concerns and methods that typically distinguish the academic study of religion known as religious studies from other approaches to religious belief and practice.

Course Content

ਪ੍ਰਾਚੀਨ ਧਰਮ ਪ੍ਰਾਕ੍ਰਿਤੀ, ਸੰਸਕਾਰ ਅਤੇ ਉਦੇਸ਼

Section- A

ਪ੍ਰਾਚੀਨ ਧਰਮ

1. ਪ੍ਰਾਚੀਨ ਮਨੁੱਖ ਅਤੇ ਉਸਦਾ ਧਰਮ:- ਕੁਦਰਤ ਦੀ ਕਰੋਪੀ, ਧਰਮ ਦਾ ਆਰੰਭ।
2. ਮੁੱਢਲੇ ਧਾਰਮਿਕ ਵਿਸ਼ਵਾਸ:- ਐਨੀਮਿਜ਼ਮ, ਮਾਨਾ, ਟੋਟਮਵਾਦ।
3. ਧਾਰਮਿਕ ਪ੍ਰਗਟਾਵੇ:-ਜਾਦੂ, ਮਿੱਥ, ਟੈਬੂ।

Section- B

ਧਰਮ ਦੀ ਪ੍ਰਾਕ੍ਰਿਤੀ

4. ਧਰਮ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸਰੂਪ
5. ਧਰਮ ਦਰਸ਼ਨ:- ਪਰਿਭਾਸ਼ਾ ਸਮਾਕਤਾ ਅਤੇ ਅੰਤਰ
6. ਧਰਮ ਅਤੇ ਨੈਤਿਕਤਾ:- ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਬੰਧ

Section- C

ਧਰਮ-ਸੰਸਕਾਰ

7. ਧਰਮ-ਸੰਸਕਾਰ:-ਪਰਿਭਾਸ਼ਾ
8. ਜਨਮ ਅਤੇ ਪ੍ਰਵੇਸ਼ ਸੰਸਕਾਰ



9. ਮਿੱਤਕ ਸੰਸਕਾਰ

Section- D

ਧਰਮ-ਉਦੇਸ਼

10. ਧਰਮ ਦਾ ਵਿਆਕਤੀਗਤ ਉਦੇਸ਼
11. ਪਰਿਵਾਰਗਤ ਉਦੇਸ਼:- ਵੱਖ-ਵੱਖ ਧਰਮਾਂ ਅਨੁਸਾਰ
12. ਧਰਮ ਦਾ ਸਮਾਜਗਤ ਉਦੇਸ਼:- ਜੀਵਨ ਵਿਚ ਧਰਮ ਯੀ ਭੂਮਿਕਾ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-

1. ਧਰਮ ਦਰਸ਼ਨ, ਡਾ. ਸਾਤੀਨਾਥ ਗੁਪਤਾ।
2. ਧਰਮ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਡਾ. ਗੁਰਬਚਨ ਸਿੰਘਤਾਲਿਬ।
3. ਧਰਮ ਅਧਿਐਨ-ਅਕਾਦਮਿਕ ਪਰਿਪੇਖ:- ਡਾ. ਜੋਧ ਸਿੰਘ, ਡਾ. ਅਨੰਦ ਸਪੋਂਸਰ, ਡਾ. ਹਰਪਾਲ ਸਿੰਘਪੰਨੂ।
4. ਧਰਮ ਦਾ ਦਾਰਸ਼ਨਿਕ ਪੱਖ:- ਡਾ. ਵਜ਼ੀਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	1	2	2	1	1	2	2	1
CO2	2	2	2	2	2	2	2	2	2	2	2	2	3
CO3	1	2	1	1	1	2	1	2	2	1	2	2	1
CO4	2	1	2	2	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	1	2	1	1	2	2	2	2	2
Average	1.8	1.8	1.8	1.8	1.6	1.8	1.6	1.8	1.8	1.6	2	2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of English (Elective Course)

Course Code: 402106

Semester: 5th

Credits:02

L T P

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Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
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CO1	Interpret the basic nature of English language and its relation to disciplinary knowledge.
CO2	Apply pedagogical approaches of teaching of English in different class room settings.
CO3	Understand the pedagogy of English language.
CO4	Participate in classroom discussion with emphasis on describing the situation to develop communication skills including fluency, expression sequencing, accuracy, vocabulary and pronunciation
CO5	Employ the rules of grammar and patterns of intonation

Course Content

Section-A

1. Language and Society: Language and Gender; Language and Identity; Language and Power; Language and Class(Society).
2. Language In School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- Course and language as a means of learning and communication; Critical review of Medium of Instruction; Different school Courses as registers; Multilingual classrooms; Multicultural awareness and languageteaching.
3. Role Of English Language In The Indian Context: English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English..

Section-B

1. Different Approaches/Theories to Language Learning and Teaching (MT&SL) Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to languageteaching.
Western thoughts on language teaching(John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thoughts on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).
2. A Critical Analysis Of The Evaluation Of Language Teaching Methodologies: Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach(inter-disciplinary).

Section-C

1. Grammar In Context; Vocabulary In Context
2. Acquisition of Language Skills: Listening & speaking.
3. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories,



pictures, authentic materials and multimedia resources

SECTION-D

1. Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.
2. Linguistic System: The classification of speech and sound; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

SESSIONAL WORK

- Prepare a report on the challenges faced by the English teachers and the learners in the teaching-learning process
- Analysis of advertisements aired on radio/television on the basis of language and gender
- Discuss how the role of English has been changed in the twenty first century in groups

SUGGESTED READINGS:

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*.

London: Longmans, ELBS.

- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.



- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	2	1	2	1	3	2	3	3	2	2	1	1
CO2	2	2	2	1	2	1	1	1	2	1	2	-	2
CO3	2	-	-	1	2	1	2	2	1	2	3	1	2
CO4	1	1	2	3	-	2	2	2	2	2	2	2	3
CO5	1	2	2	2	3	2	1	-	2	1	3	2	1
Average	1.4	1.6	1.6	1.8	1.8	1.8	1.6	1.8	2	1.6	2.4	1.4	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Punjabi (Elective Course)

Course Code: 402107

Semester: 5th

Credits: 02

L T P

2 0

0 Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੋਸ਼ਲਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ) ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO3	ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
CO4	ਪਾਠ ਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
CO5	ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਅਧਿਆਪਨ ਯੁਗਤਾਂ :

ਭਾਸ਼ਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ ।

ਪਾਠ ਸਮੱਗਰੀ :

ਇਕਾਈ 1

1. ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ, ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
3. ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
4. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਾਤ੍ਰਭਾਸ਼ਾ ਦਾ ਬਚੇ ਦੋ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚਮਹੱਤਵ।

ਇਕਾਈ 2

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
2. ਉਚਾਰਨ ਅੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ ਕੋਈ ਦੋਕਿਰਿਆਵਾਂ)
3. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।
4. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅੱਧ ਸਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।

ਇਕਾਈ 3

- 1 ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- 2 ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ ।
- 3 ਮਾਤ੍ਰਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਇਕਾਈ 4

- 1 ਵਰਨ ਬੋਧ, ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂਮਾਤਰਾਂ, ਲਗਾਏ, ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ।
- 2 ਸਬਦ ਬੋਧ, ਸਬਦਾਂ ਦੇ ਭੇਦ, ਸਬਦ ਰੂਪਾਂ, ਸਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਬਦ, ਬਹੁਤੇ ਸਬਦਾਂ ਦੀਆਂ ਇੱਕ ਬਦ, ਬਹੁਅਰਥਕ ਬਦ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :

- 1 ਨਿਰਧਾਰਤ ਪਾਠਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਜੱਤਕ)



2. ਉਗ੍ਰਾਤ; ਵਜਰਅ ਰੀ ਰਅਕੁ ਗਵਜਫ; ਕ ਜਅ ਥਅਪ; ਜਤੀ (34 ਬੁਪਕਤ) ਜਅਵਰ ਸ਼ਚਅਹਲਜ ; ਅਪਚੁਪਕ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਬਦ ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸਾਪ ।
- ਸਿੰਘ, ਜੀ. ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਪ. ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ,
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਮ. ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ ।
- ਸੰਘਾ, ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਜ਼ਚੁਰੀ ਪਬਲੀਕੇਨਗ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ. ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ : ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਨਗ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮਮੰਦਿਰ ।
ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	2	3	2	3	3	1	2	2	1
CO2	1	2	3	1	1	2	1	1	2	2	2	1	2
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	1	2	2	1	2	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	1	1	2	1	3	1	2
Average	1.2	1.6	1.8	1.6	1.8	2	1.6	2.2	2	1.4	2.2	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Hindi (Elective Course)

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
CO2	हिंदी भाषा के सिद्धांत और सूत्रों समझ सकेंगे
CO3	हिंदी भाषा के विभिन्न कौशलों का प्रयोग कर सकेंगे
CO4	पाठ-योजना और शिक्षण अधिगम सामग्री तैयार कर सकेंगे
CO5	हिंदी भाषा में कविता, निबंध, नाटक इत्यादि पर मौलिक रचना कर सकेंगे

Course Content

इकाई (क)

भाषा का स्वरूप

- क. हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ
- ख. हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
- ग. भाषा की भूमिका- समाज में, विद्यालय में, तथा शिक्षा के माध्यम के रूप में।
- घ. हिंदी शिक्षण के सिद्धान्त और सूत्र।

इकाई (ख)

भाषयी दक्षतायें/कौशल-

- क. श्रवण कौशल- अर्थ, उद्देश्य, विकसित करने की विधियाँ।
- ख. मौखिक अभिव्यक्ति - अर्थ, उद्देश्य, गुण, विधियाँ।
- ग. पठन कौशल - अर्थ, उद्देश्य (कहानी, कविता)।
- घ. लेखन कौशल - अर्थ, उद्देश्य, सोपान एवं विधियाँ (निबन्ध, पत्र, रिपोर्ट लिखने का अभ्यास)

इकाई (ग)

- क. सहायक शिक्षण सामग्री - अर्थ, उपयोगिता, प्रकार- पत्रिकाओं, समाचार पत्रों, रेडियो तथा कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग।
- ख. पाठ योजना- अर्थ, महत्व, उद्देश्य, सोपान

प्रायोगिक कार्य

- क. अंग्रेजी तथा क्षेत्रिय भाषा के अनुच्छेद का हिंदी में अनुवाद।
- ख. अपनी पसंद की किसी निम्न में से किसी एक साहित्यिक विद्या पर तीन मौलिक रचनाएँ (कविता, लघु कथा, निबंध नाटक, सम्वाद)।



पुस्तक सूची :-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण नई दिल्ली : घतपटसय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि जालन्धर: पंजाब किताब घर
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदरजबराड़,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन नईदिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण मेरठ: लायल बुकडिपो,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना:दिल्ली,
- शर्मा, ज्योति भनोट, अग्रोन मुख हिन्दी शिक्षण लुधियाना: पुस्तक सदनटण्डन पब्लिककशन

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	1	1	2	1	1	2	2	2	1	3
CO3	2	1	2	2	2	1	2	3	1	2	2	1	2
CO4	2	1	2	1	2	1	2	3	2	1	2	2	1
CO5	1	3	1	2	3	1	1	1	2	1	3	2	2
CO6	2	2	3	1	2	1	1	1	1	1	2	2	1
Average	1.5	1.6	1.8	1.5	1.8	1.5	1.5	1.8	1.5	1.3	2	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Teaching of Social Studies (Elective Course)

Course Code: 402109

Semester: 5th

Credits:-02

L T P
2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
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CO1	Gain knowledge of various teaching methods.
CO2	Develop understanding of the relationship of Social Science with other courses
CO3	Elucidate the nature of Social science as a school Course
CO4	Enhance the professional skills to teach social studies
CO5	Impart the social skills among the learners

Course Content

Section A

1. Historical development of Social studies as a school Course, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science and Natural Science
2. Integration of Social studies with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Social Studies in General and Elementary (6-8th class) and Secondary (9-10 class) Level in light of NCF-2005

Section B

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method, story telling method
2. Devices and Techniques of Teaching.
3. Field Trip, Assignments, questioning, Illustration, Exposition explanation, Narration and description.

Section C

1. Social Studies curriculum, Meaning, Need & Importance, Principles of curriculum Construction.
2. Qualities of Social Studies Teacher, Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only))

Section D

1. Social studies text book need, importance and qualities.
2. Earth in the Solar system, What, where and how pedagogical analysis
3. Modern India:- Rise of Nationalism, Swadeshi & Boycott, Movement, Non-Co-operation Movement, Civil-Disobedience movement.
4. Quit India movement 1942-44 A.D., National Movement and India's Freedom.

Suggested Activities: Internal Work

1. Qualitative Analysis of school textbook of Social studies/Sciences of PSEB/CBSE/NCERT
2. PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, Nelson Mandela etc.



Continuous Assessment:

Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

SUGGESTED READINGS:

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London.
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications.
- Kochhar, S.K. (1999). *The Teaching of History*: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.(1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.,.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies Boston*: D.C. Herth and Co.

The mapping of PO/PSO/CO attainment is as follows:-

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO 1	PSO2	PSO3
CO1	1	1	1	2	1	3	2	2	1	1	1	2	1
CO2	1	2	1	3	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	1	1	3	2	2	2	2	2
CO5	1	2	1	2	3	2	1	1	2	1	3	3	3
Average	1.2	1.4	1.2	1.8	1.8	1.8	1.4	2	1.6	1.6	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Economics (Elective Course)

Course Code: 402110

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
----	-----------

CO1	Express historical evolution of economics and its important in life.
CO2	Understand current issues and trends related to teaching of Economics.
CO3	Use various skills, techniques and strategies of teaching of economics.
CO4	Discuss unit plans and lesson plans on various topics and present them effectively.
CO5	Interpret and discuss the role and value of agriculture economics and its importance.

Course Content

SECTION-A

1. Historical development of Economics as a school Course, Nature, scope and importance of Economics
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

SECTION-B

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

SECTION-C

1. Critical Analysis of Economics Text Book and Curriculum
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and way of professional development)

SECTION-D

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as challenge

Suggested Activities:

- a. Preparing mock budget of their home/school for a financial year
- b. PowerPoint presentation based seminar on the contributions of any one eminent Economist: Contribution of eminent Indian and Foreign Economists towards Economics : Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou

Continuous Assessment:

Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

SUGGESTED READINGS:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.



- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. and Chopra, K (2002). *Teaching of Economics* Ludhiana: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics* Ludhiana: PrakashBrothers.
- Lee, N. (Ed.) (1975). *Teaching Economics London*: Heinemann Educational Books Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi UniversityPress.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum London*: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics.Merrut*: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.
- Heller, F. (1986). *The use and abuse of Social Sciences London*: Sage Publications, 1986. Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar:SG Publication

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	3	3	2	1	2	1	2	2
CO2	2	2	1	2	1	2	1	1	1	2	2	1	2
CO3	2	2	2	1	3	3	2	3	2	2	2	2	1
CO4	2	1	2	1	2	1	2	3	1	2	2	2	2
CO5	1	2	2	2	3	2	1	2	2	1	3	3	2
Average	1.8	1.8	1.6	1.4	2	2.2	1.8	2.2	1.4	1.8	2	2	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of History (Elective Course)

Course Code: 402111

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze the concept and scope of teaching of History
CO2	Explain the interaction of history with other Courses.
CO3	Understand the Aims& objectives of History according to NCF-2005 and define the courseof consequence of world war and setting up of UNO
CO4	explain qualities of History teacher.
CO5	Write the values such as social, cultural and national, in curriculum of history.
CO6	Discuss pedagogical analysis of Harappa civilization, Guptas age, Ashoka etc.

Course Content

SectionA

1. Concept, Importance and scope ofHistory.
2. Integration of History with Art, Literature, Geography, Economics, Civics,Science.
3. Aims and Objectives of teaching History in General at Elementary(6-8th class) and Secondary (9-10 class) Level in light ofNCF-2005

SectionB

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion Method, Field Trips and Excursions, Cooperative learningMethod.
2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.

SectionC

1. Critical Analysis of History curriculum at secondary stage – features, issuesand recommendations of NCF2005
2. Inculcation of values such as social values, cultural values and national values through HistoryCurriculum
3. Qualities of History Teacher , Professional development of History Teacher (Concept, need and ways of professionaldevelopment

Section D

1. Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden ageof Guptas
2. The First World War: Causes and itsconsequences
3. The Second World War: Causes and its consequences, setting up ofUNO

Suggested Activities: Internal Work

- a. To arrange a visit to a historical place and write a report of thesame
- b. Power Point presentation based seminar on the contributions of any one eminentSocial reformists: Raja Ram Mohan Rae, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi,Nelson Mandelaetc.



Continuous Assessment: Assessment will be based on tutorials (seminars, projects etc) tests & assignments:

SUGGESTED READINGS:

- Aggarwal, J.C. (1997). *Teaching of History: A Practical Approach*. Eastern BookHouse, Guwahati.
- Ballard. M. (1979). *New Movement in Study Teaching of History*. templesmith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*. Surjit Publications, Delhi,
- Burston, W.H. (1962). *Handbook for History Teachers; and Green*. C.W. London, Methuen & Co., Choudhury, K.P. (1995). *Effective Teaching of History in India: A Handbook for History Teachers*, NCERT, New Delhi
- Dash, B.N. (2006). *Teaching of History*. Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghate, V. D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). *The Teaching of History*. Oxford University Press.
- Johnson, H. (1962). *Teaching of History*. New York: Macmillan..
- Kochhar, S.K. (1985). *Teaching of History*, Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*, Delhi
- Pathak, S.P. (2007). *Teaching of History*, Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). *Teaching of History*, R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*, A. P. H. New Delhi.
- Singh, D. R., (1959). *The Teaching of History and Civics*, Jullandar University press.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:



CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2
CO1	2	1	2	2	3	3	2	2	1	1	1	2
CO2	3	2	1	2	1	2	3	1	2	2	2	1
CO3	2	1	2	1	2	1	3	3	2	2	2	1
CO4	2	1	2	3	1	2	2	3	2	1	2	2
CO5	1	2	1	2	3	2	1	2	2	1	3	3
CO6	2	2	3	1	3	1	3	1	2	1	2	2
Average	2	1.5	1.8	1.8	2.1	1.8	2.3	2	1.8	1.3	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation





Course Name: Teaching of Geography (Elective Course)

Course Code: 402112

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the nature of geography.
CO2	Gain insight into the general aims and specific objectives of teaching geography.
CO3	plan lessonsSkillfully based on different approaches to facilitate learning of geography
CO4	AnalyzeCritically his/her role as facilorator in enhancing learning of geography in the realclass-room situation.
CO5	Explore the use and relevance of different learning resources and materials

COURSE CONTENT

Section A

1. Meaning, Nature, scope and importance of Geography as a schoolCourse.
2. Understanding Geography in relation to History, Arts, Economics,Mathematics, languages andScience.
3. Aims and Objective of Geography in general of at Elementary and SecondaryLevel.

SectionB

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learningMethod
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming, Questioning device, Excursion andSimulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child’s knowledge and local knowledge with the text book

Section C

1. Critical analysis of existing curriculum of Geography at Secondary School level inlight of NCF2005
2. Development of problem solving ability, Critical thinking and social skillsthrough geographycontent
3. Professional development of Geography Teacher – concept, need and ways of professionaldevelopment

Section D

1. landforms formed by River, Glacier, Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region

Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

SUGGESTED READINGS:

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by National Focus Group on Teaching of Geography
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography* London: Sage Publications.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	3	2	2	1	3	2	2	1	2	1	2
CO2	1	2	1	2	1	2	3	1	2	2	2	1
CO3	2	1	2	1	2	2	2	3	1	2	2	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2
CO5	1	2	1	2	3	2	1	1	2	1	3	3
Average	1.4	1.8	1.6	1.6	1.8	2	2	2	1.6	1.6	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Teaching of Political Science (Elective Course)

Course Code: 402113

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding of the concept of political Science.
CO2	Classify and make the use of different teaching aids.
CO3	Interpret the aims and objectives of teaching of political science.
CO4	Develop the teaching skill
CO5	Employ the political theories in different type of social settings

COURSE CONTENT

SectionA

1. Meaning, Nature, Scope and importance of Political Science as aCourse.
2. Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology andLaw.
3. Recent trends in PoliticalScience.

SectionB

1. Aims and objectives of Teaching of Political Science in general of at SeniorSecondary level.
2. Criteria for framing objectives of Teaching of PoliticalScience.
3. Difference between Objectives and aims of teaching of PoliticalScience.

SectionC

1. Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.PT. andcharts).
2. Preparation and maintenance of records – Time table, Attendance Register and students' cumulative recordcard.

Section D

1. SAARC- Formation and activities
2. Indian constitution: Preamble, features and structure of parliament andjudiciary.

INTERNAL PRACTICAL

Preparation of Attendance sheet, Time table and format of Cumulative Record card

SUGGESTED READINGS:

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005
- Faria, B.L., *Indian Political System*. Kashyap, Subash, Indian Constitutions.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School*. New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *Wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	2	2	1	3	2	1	1	2	1	2
CO2	1	2	2	1	1	2	1	2	2	2	2	1
CO3	2	1	3	1	2	1	2	3	1	2	2	1
CO4	2	1	2	1	2	1	2	3	2	2	2	2
CO5	2	3	2	2	3	3	1	1	2	1	3	3
Ave rage	1.8	1.6	2.2	1.4	1.8	2	1.6	2	1.6	1.8	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-"

indicates there is no correlation



Course Name: Teaching of Commerce (Elective

Course) Course Code: 402114

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze Commerce / business issues in the international contexts.
CO2	Use Basic banking terms.
CO3	Demonstrate knowledge, Understanding and application in commerce and entrepreneurship.
CO4	Development of skills and competencies in knowledge
CO5	Take initiative to participate in developing business plan.
CO6	Develop work ethics as important components in commerce and entrepreneurship education as well as in teaching profession.

COURSE CONTENT

Section A

1. Meaning and nature of commerce.
2. History of India's Freedom Movement in Commerce
3. Constitutional obligation, India's common cultural heritage.
4. Need and importance of Teaching & Learning of Commerce
5. Structure of commerce as a Course
6. Correlation of Commerce with Economics, Mathematics, Geography, Social Science.
7. Place of Commerce in school curriculum.
8. Importance of Commerce in daily life.

Section B

1. General aims and objectives of teaching Commerce.
2. Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
3. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives.
4. List of Instructional objectives in Behavioural terms.

Section C

Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and role playing Techniques: Review, Field work, interview

Section D

Lesson Planning

Unit Analysis, Content Analysis and Task Analysis ; Planning daily lesson plan; Unit plan-Steps, format, advantages of unit planning ; Difference between Unit Plan and LessonPlan

SESSIONAL WORK

Visit to banks, insurance house, trade centers, companies & other business house Collection of business documents, newspaper and magazines articles and analyze

SUGGESTED READINGS

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach* (2nd ed) UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi: Doaba House
- Kochhar, S.K., (1997). *Methods and Techniques of Teaching*. Sterling Publishers Pvt.Ltd.
- Chauhan S.S (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). *Techniques of Teaching*, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	2	2	1	3	2	2	1	2	1	2
CO2	1	2	3	2	1	2	2	1	2	2	2	1
CO3	2	1	3	1	2	1	2	2	1	2	2	1
CO4	1	1	2	1	3	1	2	3	2	2	2	2
CO5	1	3	2	2	3	3	1	1	2	1	3	3
CO6	2	1	2	1	1	2	2	3	2	2	2	2
Average	1.5	1.5	2.3	1.5	1.8	2	1.8	2	1.6	1.8	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation





Course Name: Teaching of Mathematics (Elective Subject)

Course Code: 402115

Semester: 5th

Credits:-2

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop insight into the concept, meaning, nature, scope and objectives of mathematics as life skills.
CO2	Learn importance of mathematics: mathematics is more than formulas and mechanical procedures.
CO3	Appreciate the importance of mathematics laboratory in teaching mathematics;
CO4	Stimulate curiosity, creativity and inventiveness in mathematics;
CO 5	Develop competencies for teaching learning mathematics through various measures.
CO 6	Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes

COURSE CONTENT

Section A

1. Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata.Ramanujan.
2. Nature of mathematics, relationship with othersubjects.
3. Values of teaching mathematics & places of mathematics inschool.
4. Aims & objectives of teaching mathematics at secondary schoolstage.

Section B

1. Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic, Lecture Methods withexamples.
2. Problem-solving: Definition, importance of problemsolving.
3. Teaching aid:- Classification need andimportance.

Section C

1. Fixing devices: Oral, written, drill, home work, questioning, supervised study &Self study.
2. A. Diagnosing basic causes for difficulties in mathematicslearning.
 - A. Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating thestrategies.

Section D

Arithmetic:-

Number system (Knowing the Numbers, Natural, Whole Numbers, Integers, Rationals,



Irrationals & Real numbers), Exponents (Surds, squares, cube, square root & cube root), Profit & Loss, Simple & Compound Interest and Discount; Ratio and Proportion

Algebra:- Introduction to Algebraic Identities and Polynomials. Linear, Simultaneous and Quadratic equations with their solution.

Internal Practical

Development of a learning aid on any topic in mathematical and procedure for using:-

SUGGESTED READINGS:

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics*: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics*. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya BookDepot
- N.C.E.R.T. Text Books 6th to 10th Standard.
- Banga, Chaman Lal (2012). *Teaching of Mathematics*, Shipra
- James, Anice (2005). *Teaching of Mathematics*, Neel kamal

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	2	2	2	3	2	2	1	2	1	2
CO2	1	2	1	1	1	2	1	1	2	2	2	1
CO3	2	1	1	1	2	1	2	3	1	2	2	1
CO4	1	1	2	1	2	1	2	3	2	1	2	2
CO5	1	3	1	2	3	4	1	1	2	1	3	3
CO6	2	1	2	1	1	2	2	3	2	2	2	2
Average	1.5	1.5	1.5	1.3	1.8	2.1	1.6	2.1	1.6	1.6	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Teaching of Science (Elective Course)

Course Code: 402116

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Appreciate science as dynamic and expanding body of knowledge
CO2	Identify and formulate aims and objectives of teaching of science
CO3	Use various approaches and methods of teaching of science
CO4	Construct the blue print of an achievement test
CO5	Analyze the curriculum and course content pedagogically

COURSE CONTENT

SectionA

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioural terms (Magers approach and RCEM approach).

SectionB

1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

SectionC

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blueprint.

SectionD

1. Force and its types, Circulatory system, Metal and non-metals-physical and chemical properties..
2. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion.
3. Food chain and food web.

INTERNAL PRACTICAL

1. Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
2. Preparation of a blue print and construction of test items for Achievement test in science.

SUGGESTED READINGS:

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli, V.K. (2006). *How to Teach Science* Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science* New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching* New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi: SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	1	3	1	3	2	2	3	1	1	2
CO2	1	2	1	2	1	2	1	3	2	3	2	1
CO3	3	1	3	1	2	1	2	3	2	2	2	1
CO4	1	1	2	1	2	1	2	3	3	1	2	2
CO5	1	2	1	2	3	1	2	1	3	1	3	3
Average	1.6	1.4	1.6	1.8	1.8	1.6	1.8	2.4	2.6	1.6	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Teaching of Home Science (Elective Course)

Course Code: 402117

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the nature of home science
CO2	Integrate the knowledge of home science in the sphere of life
CO3	Demonstrate the ability to apply the various strategies of home science
CO4	Evaluate Critically the existing curriculum of home science Course at school level
CO5	Apply various approaches and methods of teaching of home science.
CO6	Analyze different pedagogical issues in teaching of home science.

COURSE CONTENT

SectionA

1. Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
2. Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

SectionB

1. Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulation of
2. Specific objectives in behavioural terms (Magers approach and RCEM approach).
3. Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

SectionC

Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

SectionD

1. Food, its constituents, functions and sources.
2. Care and maintenance of cotton, wool and silk.
3. Guidelines for making flower arrangement and rangoli.

Practical work: Any two

1. Flower arrangement and rangoli
2. Visit to an industry related to food processing/ home decoration and report writing.



3. Activities for aesthetic development.

SUGGESTED READINGS:

- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. Anmol Publications, New Delhi
- Bhargava, Priya (2004). *Teaching of Home Science*. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. Sterling Publisher, New Delhi
- Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994). *Teaching of Home Science*, Parkash Book Depot, Ludhiana Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana
- Sessaiah, Ponnana Rama (2004). *Methods of Teaching Home Science*. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*, A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena, B.M (2012). *Teaching of Home Science* R. Lall Book Depot, Meerut.
- Grover, Meenu (2012). *Teaching of Home Science*, Saurabh Publishing House, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	1	2	2	2	2	2	3	1	2	1	2
CO2	2	1	1	2	1	2	1	1	2	2	2	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1
CO4	1	1	2	1	2	1	2	3	1	1	2	2
CO5	1	1	2	2	3	1	2	1	2	1	3	2
CO6	2	1	2	1	3	2	2	1	3	2	2	2
Average	1.6	1	1.6	1.5	2.1	1.5	1.8	2	1.6	1.6	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Teaching of Physical Education (Elective Course)

Course Code: 402118

Semester: 5th

Credits:-02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the skills necessary to participate in sports activities
CO2	Apply the cognitive abilities of curriculum of physical education in order to maintain the lifelong fitness
CO3	Develop the understanding on the value of health and physical fitness
CO4	Apply the effective ways of teaching-learning process for teaching of physical education
CO5	Analyze the different situations and time value through the participations in activities

COURSE CONTENT

Section A

Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.

Need and Importance: Health and Physical Education program in school curriculum.

Relationship: Health and Physical Education with General Education, Sociology and Psychology.

Section B

Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities. Health and Physical Education

Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education

Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.

Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

Section C

Health Education: Concept of Health Education, Aims and Objectives of Health Education.

Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.

Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.



Section D

Warming Up: Meaning, Importance of Warming and Cooling Down

First Aid: Meaning, Need and Principles.

Recreation Program: Significance of Recreation Programs in
School. Rules and Regulations:

Games: (a) Badminton (b) Volleyball

Internal Practical:

1. To help in conduct and organization of annual sports meet of the college.
2. (a) Types of Track Events.

(b) Rules and Regulations:

Athletics: (i) Shot Put (ii) Long Jump

SUGGESTED READINGS:

- Atwal and Kansal, (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher.
- Voltmeter, F.V. and Esslinger, A. E. (1964). *The Organisation and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). *Foundations of Physical Education*, New York: Mosby and Company.
- Kamlesh, M. L. (1983). *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	1	2	1	2	1	2	1	1	2	2	2	1
CO2	2	2	1	1	2	1	2	3	1	2	2	1
CO3	1	1	2	1	1	2	2	3	2	1	2	2
CO4	2	1	1	2	3	1	1	1	2	1	3	3
CO5	2	1	2	1	1	2	2	1	3	2	2	2
Average	1.6	1.4	1.4	1.4	1.6	1.6	1.6	1.8	2	1.6	2.2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation

Course Name: Teaching of Fine Arts (Elective Course)

Course Code: 402119

Semester: 5th

Credits: 02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate artistic skills to teach various concepts and school Courses
CO2	Get an employment opportunity as an artist
CO3	Develop the understanding of personal and professional skills of art teacher
CO4	understand concept in aesthetic and application domains of fine arts
CO5	Develop ability to teach effectively and creatively

COURSE CONTENT

Section A

1. What is Art : Concept, Importance and Scope of Art
2. Origin and development of art in India with special reference to pre-historic and Mughal Period.
3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
4. Principles of teaching Fine Arts.

Section B

1. Importance of Exhibitions & Competitions in encouraging creative Expressions among Students
2. Principles of curriculum construction at secondary level.
3. (a) Importance of art Room , its organization and various requirements.



(b) Art criticism and aesthetic judgment in evaluating art objects.

4. Contribution of Artists: Sobha Singh, Amrita Shergill, RabinderNath Tagore, SatishGujral

Section C

1. Qualities and professional competencies of fine artsteacher.
2. Methods and Techniques of teaching FineArts:
 - a. Lecture cum Demonstrationmethod.
 - b. Direct Observationmethod.
 - c. Method of Imagination and FreeExpression.
3. New trends in teaching of FineArts.

Section D

1. Art as an occupation.
2. Design- Its meaning & types.
3. Colour- Types and effects

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18' X 22'
- (b) One utility item.
- (c) Size-½ Imperial Size Sheet.
 - I. Landscapes -2
 - II. Design -2

SUGGESTED READINGS:

- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*
- Lowenfeld Viktor. *Creative and Mental Growth*
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication. Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback] Shelar, Sanjay. *Still Life*. JyotsnaPrakashan



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	2	1	1	1	2	1	1	2	2	2	1
CO2	2	1	1	1	2	1	2	3	1	2	2	1
CO3	1	1	2	1	2	1	2	3	1	2	2	2
CO4	2	2	1	2	3	1	2	1	2	1	3	3
CO5	2	2	2	1	1	3	2	2	3	2	2	2
Average	1.8	1.6	1.4	1.2	1.8	1.6	1.8	2	1.8	1.8	2.2	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Computer Science (Elective Course)

Course Code: 402120

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the different part of computer system
CO2	use various skills, techniques and strategies for the teaching of computer science.
CO3	Enhance the computer skills through the use of computer
CO4	Demonstrate the competence skills in computer
CO5	Analyze the content of teaching of computer science

Course Content

Section A

1. Introduction; computing needs; Generations of Computers; Principles of computing; Techniques of computing;
2. Hardware & Software; Programming logics and learning strategies; Values of learning Computers

Section B

1. Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
2. Scope of Computer Science – Relation with other Sciences and its uses in day to day life.



Section C

1. Aims and Objectives of teaching Computer Science at different levels
2. Blooms taxonomy of Educational objectives
3. Instructional objectives with specifications

Section D

1. Strategies : Team teaching , lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, program learning, CAL, Web based learning
2. Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
3. Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

SESSIONAL WORK

4. Critical analysis of Teaching aids and their applications in instruction and learning
5. Preparation and presentation of slides for teaching any topic at the school level.

SUGGESTED READINGS:

- Agarwal J. C. (2006). *Essential of educational technology*. Teaching and Learning New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot
- Haseen Taj. (2006). *Educational Technology*. H.P. Bhargava Book House, Agra
- Haseen Taj. (2008). *Current challenges in Education*. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). *Educational Technology: Expanding our vision*. Delhi: Authors Press.
- Mohanty, L. (2006). *ICT strategies of schools*. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). *Introduction of educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education* Delhi: Surjeet Publications. Sharma, R.A. (2008). *Technological foundation of education* Meerut: R. Lall Books. Depot Singh, Y.K. (2009). *Teaching Practice* New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanle, R. (1985) *Computer instruction: Methods and development*. NJ: Prentice Hall.
- Stone, E. (1996). *How to use Microsoft access*. Californi: Emery ville.



- Vanaja, M. (2006). *Educational Technology* Hyderabad: Neelkamal Publications Pvt

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	1	1	2	2	2	1	2
CO2	2	1	2	1	2	1	2	3	1	2	2	1	2
CO3	3	1	2	1	3	1	2	3	3	1	2	2	2
CO4	1	2	3	2	3	1	3	1	2	1	3	3	3
CO5	2	1	2	3	1	2	3	1	3	2	2	2	1
Average	1.8	1.4	2	1.8	2	1.4	2.2	1.8	2.2	1.6	2.2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Agriculture (Elective Course)

Course Code: 402121

Semester: 5th

Credits: - 02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze concept of agriculture at the different levels and in different context.
CO2	Use basic methods and techniques at the different levels.
CO3	participate in development of agriculture plan,
CO4	Demonstrate positive attitude regarding agriculture implements.
CO5	Develop work ethics as important components in agriculture and knowledge different typeof crops.
CO6	Use natural resources in agriculture production.

Course Content

Section A

1. Meaning and Scope of Agriculture.
2. Aims of Teaching Agriculture and its Place in the School Curriculum.
3. Correlation of Agriculture with Economics, Geography, Ecology and Biology.

Section B

1. Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
2. Lesson Planning, unit planning
3. Types and use of various agricultural implements.

Section C

1. Brief History of Agriculture in Punjab after green revolution.
2. Knowledge about sowing of Rabi and Kharif crops in India.

Section D

1. Soil: Type, Formation, Soil Fertility, Soil Conservation.
2. Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
3. Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

Internal Practical/ SESSIONAL WORK

Prepare a scrapbook with different seeds, leaves and their properties.

SUGGESTED READINGS:

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). Characteristics of beginning agriculture teachers and their commitment to teaching. *Journal of Agricultural Education*, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Program of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.
- Handbook of Agriculture. Indian Council of Agriculture Research, New Delhi (2011)
- Aretas, I. N. (2012). *The Teaching of Agriculture*. General Books:
- Sherkara, P. C. (2016) *Paermers Handbook on Basic Agriculture*. Desai fruits and vegetables Pvt. Ltd. Navsari Gujrat



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	2	1	2	3	1	2	2	2	1	1
CO2	2	1	3	1	2	1	2	3	2	2	2	1	2
CO3	2	1	2	1	3	1	2	3	2	2	2	2	2
CO4	1	2	3	2	3	1	3	1	2	2	3	3	2
CO5	3	1	2	3	1	2	2	1	3	2	2	2	1
CO6	2	1	2	1	2	3	2	3	2	2	2	1	2
Average	2	1.6	2.2	1.8	2	1.4	2.4	1.8	2.2	2	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Music (Elective Course)

Course Code: 402122

Semester: 5th

Credits:-02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the different concepts of music industry
CO2	Enhance the skills in teaching of music
CO3	Elaborate the skills to play instruments Tanpura, Tabla, Sitar.
CO4	Understand the key pins in teaching music
CO5	Apply the theoretical knowledge to identify the teaching techniques of music

Course Content

Section A

1. Historical development of Music and Musical instruments from Ancient times to Modern Times;
2. Aims & objectives of teaching of music, importance of Music in daily life.
3. Music Curriculum construction
4. Indian Classical Music in educational institutions – Its importance, popularization.

Section B

1. Methods of teaching music
2. Relationship of music with other Courses.



3. Voice-culture & larynx

Section C

1. Writing a lesson plan, unit plan –concept, procedure, importance.
2. Evaluation in Music

Section D

1. Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
2. Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

Internal Practical

- a) Preparing a scrap book on any two famous Musicians and their contribution.
- b) Recitation of National Anthem.

SUGGESTED READINGS:

- Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications. Saryu Kalekar - Teaching of Music
- Panna Lal Madare - *Teaching of Music*. Madan
- P.L. – *Teachig of Music*. Awasthi, G.C.- Teaching of Music
- Garg, P.L. – *Sangeet Karlaya Hathras: Sangeet Visharad*
- Srivastava, G.C. – *Tabla Vadan, Part-1 and Part-2*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	-	1	1	2	2	2	1	1
CO 2	1	2	1	2	1	-	2	3	1	2	2	1	1
CO3	2	1	2	1	2	1	2	3	2	2	2	2	3
CO4	2	2	3	2	3	2	1	2	2	1	3	3	2
CO5	2	1	2	1	1	2	2	1	2	2	2	2	2
Average	1.8	1.4	2	1.4	2	1.6	1.6	2	1.8	1.8	2.2	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Life Science (Elective Subject)

Course Code: 402123

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Gain insights on the meanings, aims and nature of Life Science.
CO2	Explain Life Science as dynamic and expanding body of knowledge.
CO3	Use various methods and approaches of teaching Life Science.
CO4	Stimulate curiosity amongst life science students.
CO5	Write unit plans and lesson plans for effective teaching learning process
CO6	Prepare as well as to select suitable instructional aids in teaching life science

COURSE CONTENT

Section A

1. Life Science: Concept, importance and impact on daily life, correlation (intra- disciplinary, inter-disciplinary and with day to daylife)
2. Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching life science at secondary and senior secondary level.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEM approach).

Section B

1. Methods: lecture cum demonstration method, Scientific method, discussion method, Project Method, conceptmapping.
2. Approaches: Inductive & Deductive, Problem Solving approach, Cooperative Learning approach, experiential learning approach.
3. Scientific attitude: Concept, characteristics and role of science teacher in its development.

Section C

1. Lesson planning and Unit planning in life science: Meaning, importance and design. Planning and organization of laboratory experiences and group activities. Preparation of lesson plans in life science.
2. Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactiveboard.
3. Life science teacher: Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programs, role of reflective practices in professional development.

Section D

1. Components of food
2. Photosynthesis
3. Human Respiratory system
4. Human Digestive system

Internal Practical: Any two

- a) Contributions of eminent life scientists (any three)
- b) Preparation of any two models.
- c) Conducting and preparing action research report in life science during teaching practice.

SUGGESTED READINGS:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	2	1	2	1	2	1	1	2	2	2	1
CO2	2	1	1	1	2	1	2	3	1	2	2	1
CO3	1	1	2	1	1	1	2	3	2	1	2	2
CO4	1	2	2	2	3	1	1	1	2	1	3	3
CO5	2	1	2	1	1	2	2	1	2	2	2	2
CO6	2	2	2	2	3	2	1	2	2	1	1	1
Average	1.8	1.5	1.8	1.5	1.8	1.6	1.5	1.6	1.8	1.5	1.8	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Teaching Of Sociology (Elective Course)

Course Code: 402124

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
CO2	Acquaint pupil teachers with different methods and techniques of teaching of sociology.
CO3	Acquaint the pupil-teachers with different audio-visual aids & utilization techniques.
CO4	Integrate the knowledge drawn from various areas like History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
CO5	Develop the skills of preparing lesson plan & its presentation

Course Content

Section A

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other Courses: Political Science, History, Literature (languages), Psychology and Geography
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

Section B

1. Methods of teaching
2. Modern techniques and Devices:
 - a) Assignment
 - b) Symposium
 - c) Illustration
 - (a) Lecture method
 - (b) Discussion method
 - (c) Project method
 - (d) Socio-metric technique
 - d) Seminars
 - e) Dramatization,
 - f) Questioning
 - (d) Source method
 - (e) Problem method
 - (f) Survey method
3. Sociology text-book- importance and qualities, Supplementary material: Magazines, Journals Newspapers, reference books

Section C

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Use of lesson plan in teaching of sociology.
3. Teaching aids: Meaning, importance and types, Use of chalkboard, charts,



pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

Section D

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C. Dube, Swami Vivekananda, Mahatma Gandhi

INTERNAL PRACTICAL

1. Writing a report on any social activity performed by the students.
2. Prepare a Project report on Indian Thinkers

SUGGESTED READINGS:

- Bottomors, T.B. (1975). *Introduction to Sociology* Bombay: Blackie and Dans. Dharma, R.N. (2001).
- *Samajshastra Ka Sidhant* New Delhi: Atlantic Publishers. Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology* Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles* New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	3	2	1	2	2	1	1	2	2	1
CO2	2	3	2	2	3	2	2	1	2	3	2	2	2
CO3	2	2	1	2	1	2	1	2	1	1	2	2	2
CO4	2	1	2	3	1	2	3	2	2	3	2	1	1
CO5	1	2	3	1	2	2	1	1	3	2	2	2	2
Average	1.8	1.8	2	2.2	1.8	1.8	1.8	1.6	1.8	2	2	1.8	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Public Administration (Elective Course)

Course Code: 402125

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of aims and objectives of teaching of Public administration.
CO2	Critically analyze different methods and techniques of teaching of Public Administration.
CO3	Develop the skills of preparation of lesson plan and its presentation.
CO4	Understand the Role of ICT in Public Administration.
CO5	Develop the understanding of micro teaching skills.

Course Content

Section A

1. Meaning, nature, scope and importance of public administration in modern context.

Relation of public administration with other Social Sciences; Politics Science, History, Psychology, Sociology, Geography, laws, Economics

Importance of teaching of public administration: Aims and Objectives With special reference to Bloomstaxonomy.

Section B

1. Difference between approaches, strategies and methods.

2. Types of approaches- Inductive, Deductive

3. Methods of teaching:

(a) Lecture method (d) Source method

(b) Discussion method (e) Problem method

(c) Project method (f) Survey method

4. Techniques and devices of teaching:

(a) Assignments (d) Seminars

(b) Symposium (e) Dramatization

(c) Illustration (f) Questioning

(d) Brain storming (h) quiz



Section C

Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban)

1. Lesson Plan: Need, importance and steps of writing it in teaching of public administration.
2. Micro Teaching- concepts and skills, Writing a instructional objectives, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board

Section D

1. Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization
2. Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
3. Role of ICT in Public Administration

INTERNAL PRACTICAL:

Preparation of report on the functioning of a village panchayat/ Municipal Corporation

SUGGESTED READINGS:

- Basu, Rumki. Introduction to Public Administration; Structure, Process and Behaviour. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers. Luxmi Kanth, M., Public Administration New Delhi: Tata Mcgraw Hills. Maheswari, S.R., Public Administration. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration Ludhiana*: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Political Science. Jalandhar*: Panjab Kitab Ghar, 1962.
- Singh, G. (2008). (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	2	3	2	2	1	3	2	3	1	2	2
CO2	3	2	2	3	2	2	2	2	2	2	2	2
CO3	1	2	1	3	1	2	1	3	2	3	3	2
CO4	2	1	3	2	3	2	2	3	2	2	3	2
CO5	2	2	2	2	1	2	3	1	2	3	2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching Of Physical Science (Elective Course)

Course Code: 402126

Semester: 5th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Gain insight of the meaning and nature of Physical Science.
CO2	Express Physical Science as dynamic and expanding body of knowledge.
CO3	Identify and formulate aims and objectives of Physical Science teaching.
CO4	Use various methods and approaches of teaching Physical Science.
CO5	Construct a blue print of question paper in Physical Science.
CO6	Examine different pedagogical issues in learning Physical Sciences

Course Content

Section A

1. Physical Science: Concept, importance and impact of physical science in daily life.
2. Aims and objectives of teaching physical science- Bloom’s taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEM approach).

Section B

1. Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
2. Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry based



approach

3. Scientific attitude - Concept, characteristics and role of science teacher in its development.

Section C

1. Evaluating Learning in Physical Science-Concept, need, types and Steps.
2. Construction of objectives based test items, preparation of blueprint.

Section D

1. Pedagogical analysis of following topics in physical science.
2. Motion- Concept and types
3. Force and its types, Energy and its types
4. Chemistry in daily life- Food preservation, Medicine and clothing.

Internal Practical (Any two)

- a) Evaluation of Physics/Chemistry Text Book of any class.
- b) Preparation of any two models.
- c) Information about five journals contributing in the field of Physics/Chemistry.
- d) Construction of objectives based test on three topics of Physics/Chemistry.

SUGGESTED READINGS:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). : *Science Education for Teacher Trainees*, New Delhi, PHI Learning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi: NCERT.
- Mohan, Radha (2007) . *Innovative Physical Science Teaching Method*, P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	1	2	2	1	1	2	1	2
CO2	1	2	2	3	1	2	1	3	2	3	2	2	1
CO3	2	3	1	2	1	3	3	2	3	1	1	1	2
CO4	2	1	2	3	2	2	3	2	2	3	2	2	2
CO5	2	2	3	2	1	2	1	2	2	2	1	2	2
CO6	1	2	1	2	1	2	1	2	1	2	1	2	2
Average	1.5	2	1.8	2.3	1.5	2	1.8	2.1	1.8	2	1.5	1.6	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name pMjwbI lwjmI -VI

Course Code: 1301601

Semester:6th

Credit:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਨਰਿੰਦਰ ਕਪੂਰ ਦੀ ਪੁਸਤਕ ਬੂਹੇ ਬਾਰੀਆਂ ਦੇ ਲੇਖਾਂ ਨੂੰ ਪੜ੍ਹ ਕੇ ਸਮਾਜ ਬਾਰੇ ਸੇਧ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਸੱਦਾ ਪੱਤਰ ਤੇ ਵਿਆਹ ਸੰਬੰਧੀ ਇਸਤਿਹਾਰ ਲਿਖਣੇ ਸਿੱਖ ਜਾਣਗੇ।
CO3	ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੀਆਂ ਵਾਕਾਤਮਕ ਯੁਗਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
CO4	ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੀਆਂ ਜੁਗਤਾਂ ਮੇਲ ਅਤੇ ਅਧਿਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਭਵਿੱਖ ਵਿੱਚ ਢੁਕਵੀਂ ਵਰਤੋਂ ਕਰਨੀ ਸਿੱਖ ਲੈਣਗੇ।
CO5	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

- ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ, ਬੂਹੇ ਬਾਰੀਆਂ।
 - ਪਹਿਲੇ ਭਾਗ ਵਿੱਚ ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਪੁਸਤਕ ਦੇ ਕਿਸੇ ਲੇਖ ਦੇ ਸਾਰ ਝਾ ਵਿਸ਼ੇਸਤ ਸਬੰਧੀ ਹੋ ਸਕਦਾ ਹੈ ਦੋ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਵਿਦਿਆਰਥੀ ਨੂੰ ਇੱਕ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇਗਾ। ਜਿਸਦੇ ਦਸ ਅੰਕ ਹੋਣਗੇ।
 - ਦੂਜੇ ਭਾਗ ਵਿੱਚ ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪੰਜ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਹਰ ਪ੍ਰਸ਼ਨ ਦੋ ਅੰਕਾਂ ਦਾ ਹੋਵੇਗਾ।
- 20 ਅੰਕ

ਭਾਗ-ਅ

- ਟਕਸਾਲੀ ਭਾਸ਼ਾ, ਉਪ-ਭਾਸ਼ਾ, ਕਾਵਿ-ਭਾਸ਼ਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ। 5 ਅੰਕ



3. ਸੱਦਾਪੱਤਰ, ਅਖਬਾਰ ਦੀ ਖਬਰ ਅਤੇ ਵਿਆਹ ਸਬੰਧੀ ਇਸ਼ਤਿਹਾਰ। 5 ਅੰਕ
4. ਚਲੰਤ ਮਸਲਿਆਂ ਤੇ ਸਮਕਾਲੀ ਵਰਤਾਰਿਆਂ (ਸਿੱਖਿਆ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਰਾਜਨੀਤੀ ਅਤੇ ਮੀਡੀਆ ਦੇ ਪ੍ਰਯੋਗ ਬਾਰੇ) ਸਬੰਧੀ ਲੇਖ ਰਚਨਾ। 10 ਅੰਕ

ਭਾਗ-ੳ

5. ਵਾਕਾਤਮਕ ਯੁਗਤਾਂ: ਮੇਲ ਅਤੇ ਅਧਿਕਾਰ (ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪਛਾਣ)। 5 ਅੰਕ
6. ਕਾਰਕ ਅਤੇ ਕਾਰਕੀ ਸੰਬੰਧ (ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪਛਾਣ)। 5 ਅੰਕ

ਪੁਸਤਕਸੂਚੀ:

- ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ (੨੦੧੬), ਬੁਹੇਬਾਰੀਆਂ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
- ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ (2010), ਸੰਪਾਦਕ ਡਾ. ਪਰਮਜੀਤ ਸਿੰਘ, ਸੁੰਦਰ ਬੁੱਕ ਡਿਪੂਜਲੰਧਰ
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀ ਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਤੀਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ (2018), ਸੁਖਜਿੰਦਰ ਸਿੰਘ ਛੀਨਾ, ਜਗਪਾਲ ਸਿੰਘ, ਟਵੰਟੀਫਸਟ ਸੈਚੁਅਰੀ, ਪਟਿਆਲਾ
- ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ, ਡਾ. ਕੁਲਬੀਰ ਸਿੰਘ ਕਾਂਗਨਾਨਕ ਪੁਸਤਕ ਮਾਲਾ, ਅਮ੍ਰਿਤਸਰ (1979)

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	2	3	2	3
CO2	1	2	3	1	-	2	1	1	2	2	2	-	1
CO3	2	2	1	1	2	2	2	3	1	2	2	1	2
CO4	1	-	2	1	2	2	2	3	2	1	2	2	-
CO5	1	2	2	2	3	1	1	-	2	1	3	3	3
Average	1.4	1.75	1.8	1.4	2	2	1.6	2.5	2	1.6	2.4	2	2.25

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: English-VI

Course Code: 1301602



Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Display working knowledge of novel as a literary genre
CO2	Analyze the Indian writing and their structures and meanings
CO3	Identify and describe distinct characteristics of poetic forms
CO4	Communicate ideas related to the poems edited by Ambika Sen Gupta
CO5	Use process and principles of writing to frame reports and composition

Course Content

Section A

1. The Guide a novel written by R.K.Narayan.

Section B

1. Selected College Poems (Orient Longman). Edited by AmbikaSengupta- The following poems from this book are prescribed:
 - i) A Prayer for My Daughter
 - j) The Kingfisher
 - k) The Road not Taken
 - l) Journey of the Magi
 - m) The Unknown Citizen
 - n) Night of the Scorpion
 - o) Punishment in Kindergarten.

Section C

1. a) Letter Writing
b) Report Writing

'The Written Word' by Vandana R. Singh (Oxford University Press, New Delhi, 2003)

Section D

4. Development of a Story from a given outline of 3-4 lines (Guided Composition).

SUGGESTED READINGS:

- 'Singh, V. R. (2007). *The Written Word*. Oxford University Press, New Delhi.
- Thieme, J. (2013). *RK Narayan*. Manchester University Press.
- Paranjape, M. (2003). "The Reluctant Guru": RK Narayan and The Guide. *South Asian Review*, 24(2), 170-186.
- Narayan, R. K. (2006). *The guide*. Penguin.



- Yeats, W. B. (1919). A Prayer for my Daughter. *Poetry*, 15(2), 59-62.
- Toker, L. (1999). W B. Yeats's" A Prayer for My Daughter": The Ironies of the Patriarchal Stance. *Connotations*, 9, 100-10.
- Frost, R. (1916). The road not taken.
- Frost, R., Cosgrove, J. O., & Untermeyer, L. (2002). The road not taken. *The road not taken: A selection of Robert Frost's poems*, 270.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	3	3	1	2	2	2
CO2	1	2	3	1	1	2	1	-	2	2	2	1	-
CO3	2	2	-	1	2	2	2	3	1	2	2	1	1
CO4	1	1	2	1	1	2	2	3	2	1	2	2	2
CO5	1	1	1	2	3	1	1	1	2	1	1	3	1
Average	1.4	1.4	1.6	1.4	1.6	2	1.6	2.2	2	1.4	1.8	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of English (Elective Course)

Course Code: 402206

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquaintance with reading and writing skills.
CO2	Interpret the text with attention to ambiguity, and complexity
CO3	Explain different creative forms of English literature like poetry, prose and Drama.
CO4	Deploy the ideas of formulating questions, identify appropriate methods and engage ethically with sources
CO5	Use print media and ICT in teaching-learning.
CO6	Practice a deliberate writing process with emphasis on the various aspects of writing

Course Content



Section A

1. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including the use of sauruses, dictionary, encyclopaedia, etc.
2. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher orderskills.

Section B

1. Different Creative forms of English Language: Understanding different forms of literature
2. Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in schoolcurriculum.
3. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indianlanguages.
4. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various schoollevels.

Section C

1. Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programs; Radio, T.V., Films.
2. Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Section D

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Groupevaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reading and reflecting: Problem solving, creative and critical thinking, Enhancing imagination and environmentalawareness.
3. Feedback to students, parents andteachers.

SESSIONAL WORK

- Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speechimpaired)
- Develop a question paper for upper primary and secondary stage to assess all the aspects of languagelarning

SUGGESTED READINGS:



- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students* Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language* New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*
Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English* Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. *Teaching of English in India* Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language* London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing* London: Oxford University Press. French, F.G. (1963). *Teaching English as an International Language* London: OUP
- Gokak, V.K. (1963). *English in India. Its Present and Future* Bombay: Asia Publishing House. Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns* London: OUP. Kohli, A.L. (1999). *Techniques of Teaching English* New Delhi: Dhanpat Rai and Company. Sachdeva, M.S. (2007). *Teaching of English* Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English* Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

The mapping of PO/PSO/CO attainment is as follows



CO	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3
CO1	2	2	3	2	2	-	2	2	2	1	2	-	2
CO2	2	2	2	2	2	1	1	2	2	2	2	2	1
CO3	1	2	1	2	1	2	1	1	1	1	1	2	1
CO4	2	-	2	1	2	2	1	2	-	2	1	2	1
CO5	1	1	2	2	1	2	1	1	2	1	2	2	2
CO6	2	2	2	2	2	1	2	2	1	2	1	2	1
Average	1.7	1.7	2.0	1.8	1.7	1.5	1.3	1.7	1.5	1.5	1.5	1.8	1.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Punjabi (Elective Course)

Course Code: 402207

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
CO2	ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO3	ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਵਿਆਕਰਨ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਬੱਚਿਆਂ ਦੀਆਂ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਦੂਰ ਕਰਨ ਦੇ ਤਰੀਕੇ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

ਇਕਾਈ 1

ਅਧਿਆਪਨ ਯੁਗਤਾਂ-

ਭਾਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰਕਿਰਿਆਵਾਂ, ਵਿਲੇਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ ।

ਪਾਠ ਸਮੱਗਰੀ :



- 1 ਕਵਿਤਾ ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
- 2 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ।
- 3 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।
- 4 ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।

ਇਕਾਈ 2

- 1 ਪਾਠ ਯੋਜਨਾ ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ।
- 2 ਪਾਠਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
- 3 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਇਕਾਈ 3

- 1 ਵਿਸ਼ੇਸ਼ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
- 2 ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਖਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ੰਸਾ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰਸ਼ ਪ੍ਰਸ਼ੰਸਾ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
- 3 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੁੱਟੀਆਂ, ਦੋਸ਼ਾਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

ਇਕਾਈ 4

- 1 ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ।
- 2 ਰਚਨਾ ਪੈਰਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :

ਸਲਾਨਾ ਪ੍ਰਸ਼ੰਸਾ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ ।

ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ

ਸੋਬਦ।

- ਸਿੰਘ,ਜੀ. (1971).ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸੋਸਾਪ।
- ਸਿੰਘ,ਜੀ.ਬੀ.(1950).ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ।
- ਸਿੰਘ,ਤੀਰਥ.ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ.ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ
- ਸਿੰਘ,ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਜ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਜ ਪ.ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- ਸੇਖੋਜ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਜ ਮ.ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ ।
- ਸੰਘ,ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- ਕੰਗ,ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾਦਾਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਜ਼ਚਰੀ ਪਬਲੀਕੇਸ਼ਨਜ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ. ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਨਗ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ । ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ ।

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	2	1	2	2	2	2	2	2
CO2	1	2	1	2	1	2	2	1	2	2	-	3	1
CO3	2	-	2	1	2	2	2	2	2	2	1	3	1
CO4	2	2	2	2	1	2	-	2	2	1	3	3	3
CO5	2	2	2	2	2	1	2	2	1	2	1	2	-
Average	1.2	1.8	1.8	1.8	1.4	1.8	1.2	1.8	1.4	1.6	1.6	1.8	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name :Teaching of Hindi (Elective Subject))

Course Code: 402208

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	सूक्ष्म शिक्षण और उसके विभिन्न कौशलों का प्रयोग कर सकेंगे
CO2	अनुवादन लेखन की आवश्यकता और महत्व को जान सकेंगे
CO3	हिंदी भाषा की विभिन्न विद्याओ का विश्लेषणात्मक अध्ययन कर सकेंगे
CO4	पाठ्यक्रम निर्माण के सिद्धांतो जान सकेंगे
CO5	हिंदी भाषा में मूल्यांकन के लिए विभिन्न प्रकार के प्रश्न पत्रों का निर्माण कर सकेंगे

Course Content

इकाई (क)

क. सूक्ष्म शिक्षण कौशल - अर्थ एवं प्रक्रिया, कौशल (प्रस्तावना, अनुशीलन, प्रश्न, दृष्टांत व्याख्या, उददीपन परिवर्तन, पुनर्बलनकौशल)

ख. अनुवाद लेखन - अर्थ, महत्व तथा आवश्यकता ।

इकाई (ख)

क. कविता शिक्षण - माध्यमिक तथा उच्च माध्यमिक स्तर पर कविता शिक्षण के उद्देश्य, सोपान तथा विधियाँ ।

ख. गद्य शिक्षण - उद्देश्य, सोपान, विधियाँ ।

ग. व्याकरण शिक्षण - महत्व, उद्देश्य, विधियाँ ।

इकाई(ग)



- क. पाठ्यक्रम निर्माण के सिद्धांत
ख. पाठ्य-पुस्तक का महत्व एवं विशेषताएँ।
ग. हिंदी में मूल्यांकन- अर्थ, महत्व, प्रकार ।
घ. प्रश्न-पत्र निर्माण के सिद्धांत ।

प्रायोगिक कार्य

क. विभिन्न आधारों पर प्रश्न-पत्र का निर्माण -

- (समस्या समाधान सृजनात्मक चिंतक वाले, समालोचन चिंतन वाले, कल्पनाशीलता वाले प्रश्न, बहुचिकल्पीय, लघु-उत्तरीयप्रश्न-पत्र)
ख. किसी एक बाल-पत्रिका/बाल-पुस्तक की समीक्षा।

पुस्तक सूची:-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण नई दिल्ली : घतपटसय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि जालन्धर: पंजाब किताब घर
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदरजबराइ,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन नई दिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण मेरठ: लायल बुकडिपो,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना:दिल्ली,
- शर्मा, ज्योति भनोट, अग्रोन मुख हिन्दी शिक्षण लुधियाना: पुस्तक सदनटण्डन पब्लिककशन

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO1
CO1	1	1	2	2	1	2	1	2	2	1	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	1	1	1
CO3	2	2	2	1	2	2	1	2	1	2	1	1	1
CO4	1	2	2	2	1	2	2	2	1	1	3	3	3
CO5	1	2	2	2	2	1	1	2	-	2	1	2	1
Average	1.2	1.8	1.8	1.8	1.4	1.8	1.2	1.8	1.4	1.6	1.6	2.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Social Studies (Elective Course)

Course Code: 402209

Semester: 6th

Credits:-02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	know about different types of lesson plans
CO2	Organise teaching learning aids (projective & non-projective)
CO3	Understand the Indian constitution.
CO4	Learn different methods of evaluation.
CO5	Develop teaching skills among learners

Course Content

Section A

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching Social Studies – Annual plan, Unit plan, and Lesson plan.

Section B

1. Resource Centre, Meaning, Importance, Equipments, Advantage & Disadvantage
2. Importance and classification of teaching learning material (Projective & Non-Projective aids)
3. Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, Multimedia in Social studies teaching

Section C

1. Concept and importance of Evaluation, Principles, Process of Evaluation, and Techniques of evaluation:-1. Quantitative 2. Qualitative
2. Construction of an Achievement test and BluePrint.

Section D



1. Indian Constitutional Design.
2. India's:- Foreign Policy.
3. Social Studies: India & United Nations organization.

Suggested Activities: Internal

1. Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educomp etc.
2. Prepare an Open Book Test

Continuous Assessment:

1. Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

SUGGESTED READINGS:

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications
- Kochhar, S.K. (1999). *The Teaching of History*: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.,.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction New York*: Prentice Hall.
- National Curriculum Frame Work (2005). NCERT, New Delhi
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers Shaida, B.D. (1962). *Teaching of Social Studies*. Jalandhar: Panjab KitabGhar. Taneja, V.K. (1992). *Teaching of Social Studies* Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies* Boston: D.C. Herth and Co.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	2	-	2	2	1	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	-	3	1
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2
CO4	1	2	2	2	1	2	2	2	-	1	3	3	1
CO5	1	2	2	2	2	1	1	2	1	2	1	2	1
Average	1.2	1.8	1.8	2	1.4	1.8	1.4	1.8	1.6	1.6	1.8	2.4	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Economics (Elective Course)

Course Code: 402210

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquire basic knowledge of economic issues and reflect desired changes with unrevised Taxonomy.
CO2	Explore different teaching learning material in economic life with carts/Graphsmodels.
CO3	Demonstrate knowledge, understanding and application in economics with learningresources.
CO4	Develop teaching skills
CO5	Get knowledge of ConsumerRights and Food security inIndia
CO6	Interpret, analyze and discuss the role and value of Globalization and IndianEconomy

Course Content

Section A

1. Blooms revised taxonomy of writing behavioral objectives in context ofEconomics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan:Herbartian lesson plan, RCEM approach and Constructivistapproach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson planand Short/Diary Lessonplan.

Section B

1. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedaiin Economicsteaching
2. Learning Resource : Primary andSecondary

Section C

1. Concept, importance and tools ofEvaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to lookfor? Assessing projects: What to lookfor?
3. Construction of an Achievement test in Economics and bluePrint.



Section D

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

Suggested Activities:

4. Conducting economic survey in a locality with references to Population, Savings etc.
5. Observation of recorded ICT based lesson of Economics prepared by student teacher with lesson of edusat, educomp etc.

SUGGESTED READINGS:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. & Chopra, K (2002). *Teaching of Economics Ludhiana*: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics Ludhiana*: Prakash Brothers.
- Lee, N. (Ed.) (1975). *Teaching Economics London*: Heinemann Educational Books Mittal, R.L., *Arth Shastar Da Adhiapan*. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication. Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt.Ltd. *National Curriculum Frame Work 2005*, NCERT, New Delhi
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage Publications, 1986.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching* New Delhi: Sterling Publishers Pvt. Ltd.,
- .Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar: SG Publication



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	2	2	2	2	2	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	1	2	1
CO3	2	1	2	1	2	2	1	2	1	2	1	2	1
CO4	1	2	2	2	1	2	-	2	1	1	3	1	1
CO5	1	2	2	1	2	1	1	2	1	2	-	2	1
CO6	2	2	3	2	2	2	2	2	2	2	2	2	2
Average	1.5	1.8	2.0	1.8	1.7	1.8	1.3	1.8	1.5	1.8	1.7	1.8	1.3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of History (Elective Course)

Course Code: 402211

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Discuss the primary and secondary resources of learning
CO2	Construct the blue print & analyzed the tools of evaluation.
CO3	Use multimedia in teaching of history.
CO4	Develop teaching skills
CO5	Analyse movements like quit India, civil-disobedience and non-cooperation critically.

Course Content

Section A

1. Blooms revised taxonomy of writing behavioral objectives in context of History lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching History– Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

Section B

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to



Edgar Dale's Cone of Experiences

3. Maps, Charts, Globe, Graphs, Models, Time-Lines, Overhead Projector, Multimedia in History teaching

Section C

1. Concept, Importance and Tools of Evaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
3. Construction of an Achievement test and Blueprint.

Section D

1. Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.
2. Non-Cooperation, Civil-Disobedience, Quit India Movement.

Suggested Activities: Internal

- Collection of Newspaper cuttings related to history issues
- Prepare an Open Book Test

SUGGESTED READINGS:

- Aggarwal, J.C. (1997), *Teaching of History: A Practical Approach*, Eastern Book House, Guwahati.
- Ballard, M. (1979), *New Movement in Study Teaching of History*. Templesmith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*, Surjit Publications, Delhi,
- Burston, W.H. (1962). *Handbook for History Teachers; and Green, C.W. London, Methuen & Co., Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi*
- Dash, B.N. (2006). *Teaching of History*, Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghate, V.D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). *The Teaching of History*. Oxford University Press.
- Johnson, H. (1962), *Teaching of History*. New York: Macmillan..
- Kochhar, S.K. (1985). *Teaching of History*. Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*. Delhi
- Pathak, S.P. (2007), *Teaching of History*. Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*,



- Singh, R.R. (2004). *Teaching of History*. R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*. A. P.H. New Delhi.
 - Singh, D. R., (1959). *The Teaching of History and Civics*. Jullandar University press.
- Srinivas, M. (2004). *Methods of Teaching History. Discovery Publishing House, New Delhi*

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	-	1	2	1	1	1	2	2	1	2	2	1
CO2	1	2	1	2	1	2	1	2	2	2	-	1	1
CO3	2	2	3	1	2	2	1	1	1	2	1	2	1
CO4	1	2	2	3	1	2	3	1	1	1	3	1	2
CO5	1	2	2	1	2	1	-	2	1	2	1	2	-
Average	1.2	1.8	1.8	1.8	1.4	1.6	1.4	1.6	1.4	1.6	1.6	1.6	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Geography (Elective Course)

Course Code: 402212

Semester: 6th

Credits:-02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of the need and concept of learning geography
CO2	Examine the various methods of teaching geography.
CO3	use audio-visual aids for teaching geography
CO4	Organize tours, Field trips and other practical activities.
CO5	Understand the concept of evaluation.
CO6	Develop global outlook, scientific observation, critical thinking and sense of interdependence.



Course Content

Section A

1. Concept, Need and importance of a lessonplan.
2. Planning for teaching Geography – Annual plan, Unit plan, and Lesson plan and Short/Diary Lessonplan.
3. Blooms revised taxonomy of writing behavioral objectives in context of geography lessonPlanning

Section B

1. Importance and classification of teaching learning material with special referenceto Edgar Dale’s Cone of Experiences
2. Maps, Globe, Charts, Graphs, Models (Working & Still), Specimens & Objects, Multimedia in Geography teaching ,Preparation of contextual learningaids

Section C

1. Concept and importance of Evaluation
2. Reforms in evaluation: Grading system, Continuous and Comprehensive Evaluation (CCE) in Geography.
3. Open-book tests: Strengths and limitations, Evaluating answers: What to lookfor? Assessing projects: What to lookfor?
4. Construction of an achievement test of objective type test items in Geography.

Section D

1. Directions, methods to find out true north.
2. Drainage pattern of India.
3. Relief of India

Internal practical:

1. Prepare a map of a state and show important features with proper symbols/signs.
2. Observation of lessons delivered through edusat, educomp etc and prepare report.

SUGGESTED READINGS:

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by *National Focus Group on Teaching of Geography*
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London: Sage Publications*.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	2	1	2	2	1	2	2	2
CO2	1	2	2	2	-	3	1	2	2	2	1	1	-
CO3	2	2	3	1	2	2	1	1	1	2	1	2	1
CO4	2	2	2	2	3	2	2	2	2	2	2	2	2
CO5	1	2	1	2	2	1	1	2	1	2	1	2	1
CO6	1	2	2	2	1	2	2	2	1	-	3	1	3
Average	1.4	2	2	1.8	1.8	2	1.4	1.8	1.4	1.8	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Political Science (Elective Course)

Course Code: 402213

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design curriculum of teaching of Political Science
CO2	Explain modern concept and tools of evaluation.
CO3	Describe various methods of teaching of political science.
CO4	Develop teaching skill
CO5	Prepare lesson-plan of teaching of political science.

Course Content

Section A

1. Curriculum Organization: - Principles of Curriculum construction:.
2. Approaches of organizing curriculum in Political Science: Con centric, topical, Unit and Chronological approach.
3. Lesson plan: need importance and steps of writing it in teaching of Political Science.

Section B

1. Political Science Text Books: Need, importance and Qualities.
2. Need and equipment of Political Science Room.



- Supplementary material: Magazines, Journals News papers, reference books, Internet and Social Media with reference to Political development.

Section C

- Difference between approaches, strategies and methods.
- Methods of Teaching of Political Science- Lecture, Problem solving and Project method.
- Concept of Formative and summative evaluation in teaching of Political science

Section D

- Structure of UNO
- Steps in Electoral Process

Internal practical

Critical evaluation of existing text book of political Science at Senior Secondary school level

SUGGESTED READINGS:

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005
- B.L., *Indian Political System* Kashyap, Subash, Indian Constitutions.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science* Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *Wkfi nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	2	1	2	2	-	2	2	2
CO2	-	2	2	2	1	3	1	2	2	2	1	-	1
CO3	2	2	3	-	2	2	1	1	1	2	1	2	1
CO4	2	2	2	2	3	2	2	2	2	2	2	2	2
CO5	1	2	1	2	2	-	1	2	1	2	1	2	1
Average	1.6	1.8	2	1.6	2.2	2	1.2	1.8	1.6	1.8	1.4	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Commerce (Elective Course)

Course Code: 402214

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquaint with activities in the business sector, their organization and MNC.
CO2	Use the resources for teaching of commerce.
CO3	Use means for quality improvement in teaching of commerce in classroom with different tests and laboratory.
CO4	Construct objectives based test items in commerce.
CO5	Understand the Need of professional development of commerce teacher

Course Content

Section A

1. Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations.
2. Multinational companies- meaning, features advantages and limitations; Insurance-Meaning, need, Principles and types.
3. Entrepreneurship- meaning, Role and importance of entrepreneurship, self employment schemes.
4. Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages; career opportunities in Business.

Section B

1. Resources- meaning, types, their uses in the teaching and learning of commerce establishing link between school and different types of resources.
2. Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable
3. Commerce club or association activities school bank-school co-operativesociety.
4. Community Resources-Meaning, types and uses

Section C

1. Achievement test- Characteristics-objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction
2. Construction of objectives based test items in commerce, Unit test- importance-steps, construction and uses
3. Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce questionpapers *Commerce Teacher*



4. Qualities of a Commerce teacher, Need of professional development of commerceteacher
5. Need and Importance of in service teacher training of commerce, Commerceroom *Quality improvements in Commerce*
6. Programs for quality improvement in teaching of commerce- role of seminars, workshops & projects.

Section D

E-learning in commerce

1. Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
2. Models-Educational broadcasting and telecasting-interactive video, tele-lecture, videoconferencing, software in commerce, Podcasting

PRACTICAL ACTIVITIES (any two):

- Conduct a survey and prepare a report on any issue in commerce.
- Survey of Share market and its impact
- Prepare a project proposal that has to be submitted to companies regarding business transaction, training
- Analysis of management of an educational institution.

SUGGESTED READINGS

- Aggarwal (2008). Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Kochhar, S.K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt.Ltd.
- Chauhan S.S (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	3	-	1	3	2	1	1	2
CO2	1	1	2	1	1	2	2	2	2	2	2	2	1
CO3	2	1	-	2	2	2	2	2	2	1	2	2	1
CO4	1	2	2	1	1	2	1	1	2	3	-	2	2
CO5	1	2	1	1	1	2	3	1	2	3	2	1	-
Average	1.4	1.6	1.4	1.4	1.4	2.2	1.8	1.4	2.2	2.2	1.6	1.6	3

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Mathematics (Elective Subject)

Course Code: 402215

Semester: 6th

Credits:-2

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design curriculum of teaching of mathematics.
CO2	Develop proper understanding of modern concepts and tools of evaluation.
CO3	Acquaint pupil teachers with methods of teaching of mathematics.
CO4	Enable pupil teacher To prepare lesson plan of teaching of mathematics.
CO5	Develop understanding to different branches of mathematics.

Course Content

Section A

1. Curriculum, Meaning &Principles
2. Qualities of mathematics teacher: general, personal & specific; Professional growth— participation in conferences, seminars, workshops,projects.
3. Internship in teaching of mathematics, concept &importance.



Section B

1. Evaluation- concept, need, types and criteria.
2. Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, mathematics club, contests and fairs, recreational activities—games, puzzles and riddles in mathematics,.
3. Learning Resources in Mathematics:
 1. Text-book quality (academic and technical)
 2. Mathematics Laboratory.
 3. Mathematics Library.

Section C

1. Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
2. Micro teaching: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Reinforcement, Black Board Writing.

Section D

Geometry:

Basic Geometrical ideas (2-D & 3-D Shapes)

Symmetry: (reflection) Constructions (Using straight edge scale, protractor, compasses), Quadrilaterals

Menstruations (circle, sphere, cone, cylinder, triangles)

Data handling, statistics, mean mode media & SD

Sessional Work:

- a) Planning and implementation of instructional strategies to remedy the diagnosed leaning difficulties.
- b) Construction of diagnostic test/achievement test (unit/terminal) in mathematics

SUGGESTED READINGS:

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics.* Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools.* New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics.* New Delhi: Arya Book Depot



- *N.C.E.R.T. Text Books 6th to 10th Standard.*
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics*. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics*: New Delhi: A.P.H Publishing co- operation.
- Sidhu, K.S. (1998). *Teaching of Mathematics*. New Delhi: Sterling Publication Pvt. Ltd. Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach)*. Florida: HBJ Publishers

Websites :-

<http://www.ncert.nic.in> <http://rse.sagepub.com> <http://www.edfac.unimelb.edu.au> <http://www.eric.ed.gov>

<http://www.merga.net.au> <http://ling.springerimages.com> <http://www.ibe.unesco.org>

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Science (Elective Course)

Course Code: 402216

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Select and use appropriate learning resources in teaching of science.
CO2	Plan and organize various co-curricular activities in science.
CO3	Organize science laboratory and effectively use improvised science apparatus.
CO4	Stimulate curiosity amongst science students.
CO5	Write unit plan and lessons plan for effective teaching in science

COURSE CONTENT

Section A

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books- need and importance, criteria for selection, use of Reference books, Journals, Teacher manuals in science teaching
3. E-learning: concept, and use of e-books and e-journals in science.

Section B

1. Practical work in Science - Need, Importance and Organization.
2. Science kits and Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and Material-selection, purchase, maintenance and First Aid in Laboratory.

Section C

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, Specimens.
2. Lesson planning in science – Meaning, importance, steps (Herbartian, Constructivist approach).

Section D

1. Science teacher: Professional growth, teacher as a community of learners, collaboration of



schools with Colleges/Universities.

2. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion

INTERNAL PRACTICAL

- a) Construction of any one improvised apparatus and a model.
- b) Study of community resource in science and preparing the report or Critical evaluation of science textbook.

SUGGESTED READINGS:

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing. Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli , V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006. Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi : SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub. Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Home Science (Elective Course)

Course Code: 402217

Semester: 6th

Credits:-02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the qualities and competencies of Home Science teacher.
CO2	Use appropriate learning resources in teaching of Home Science.
CO3	Organize co-curricular activities in Home Science at school level.
CO4	Acquainting the organization of Home Science department and its maintenance.
CO5	Write the unit plans and lesson plans for effective teaching of Home Science.
CO6	Prepare as well as select suitable instructional aids for teaching Home Science.

Course Content

Section A

1. Learning resources in Home Science –Text Books, reference books, journals, e-resources and community Resources
2. Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions
3. Practical work in Home Science – Need, importance and its organization

Section B

1. Organization of Home Science department – Importance and principles.
2. Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory. Upkeep and Management of Home Science department
3. Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Section C

1. Meaning, importance, classification, selection and use of various instructional aids in Home Science
2. Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

Section D

1. Home Science and Environmental Issues
2. Reflection on Recent Advancements in Home Science
3. Home Science and Sustainable Development
4. Innovative Approaches in Home Science



Internal Practical (Any Two)

- (a) Analysis of Mid Day Meal in a School
- (b) Develop any two print materials or design on a piece of cloth.
- (c) Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Physical Education (Elective Course)

Course Code: 402218

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the skills necessary to participate in sports activities
CO2	Apply the cognitive abilities of curriculum of physical education in order to maintain the lifelong fitness
CO3	Develop the understanding of the value of health and physical fitness
CO4	Apply the effective ways of teaching-learning process for teaching of physical Education
CO5	Analyze the different situations and time value through the participations in activities



Course Content

Section A

1. Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Project method.
2. Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black-Board, T.V., Computers, LCD.
3. Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

Section B

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programs and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

Section C

1. Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
2. Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
3. Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

Section D

1. Yoga: Meaning, Need and Significance of Yoga Asanas.
2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

Internal Practical:

1. Participation in College, State, University Activities and Sports Competitions.
2. Analysis: Pedagogical analysis of a book on the content areas from the general description, objectives, concepts, and theories of Health and Physical Education from the syllabus of classes VI – X.
3. Physical fitness Test /Canadian physical efficiency test for boys & girls- Knowledge & application of BMI.

SUGGESTED READINGS:

- Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical



Education. GururSarSadhar: GururSar Book Depot Publications.

- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: ChetnaParkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: KalyaniPublishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: BhargavaPress.
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: UniversalPublisher
- Voltmeter, F.V. and Esslinger, A. E. (1964). The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983). Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). Essentials of Physical Education. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Fine Arts (Elective Course)

Course Code: 402219

Semester: 6th

Credits:-02

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate artistic skills to teach various concepts and school Courses
CO2	Plan field trips and Excursions for FineArts students
CO3	Prepare lesson plans
CO4	Use audio-visual aids for teaching-learning
CO5	Develop ability to teach effectively and creatively



Course Content

Section A

1. Significance of Fine Arts & its correlation with other school subjects.
2. Importance of Field trips and Excursions in Fine Arts.
3. Use of Textbooks in teaching Fine Arts:
 - (a) Availability and advisability of prescribed textbooks in practical work.
 - (b) Theoretical part and criteria of selection.
 - (c) Reference books and books for supplementary reading.

Section B

1. Lesson planning to teach:
 - Line
 - Colour
 - Design
 - Still Life
 - Poster
2. Audio-Visual Aids in teaching of Fine Arts.
3. Holding the Art classes (Primary, Middle & Higher Classes).

Section C

1. Elements of Art.
2. Six limbs of Indian Art (Shadanga).
3. Fine Arts & Society.

Section D

1. Importance of Colours in life.
2. Evaluation devices in art.
3. Appreciation of art.

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18" X 22"
- (b) One utility item.
- (c) Size-1/2 Imperial Size Sheet.
 - I. Poster - 2
 - II. Still Life - 2

SUGGESTED READINGS:

- Brown, Percy (1953). Indian Painting, Calcutta.



- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company. Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
- Lowenfeld Viktor. *Creative and Mental Growth*.
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication. Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback]. Shelar, Sanjay. *Still Life*. JyotsnaPrakashan.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Computer Science (Elective Course)

Course Code: 402220

Semester: 6th

Credits:-2

**L T P
2 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the different part of computer system
CO2	Use the various skills, techniques and strategies for the teaching of computer science.
CO3	Enhance the computer skills through the use of computer
CO4	Demonstrate the competence skills in computer
CO5	Analyze the content of teaching of computer science



Course Content

Section A

1. Algorithm, flowchart, elements of 'C' programming with simple illustrations.
2. Elements of database and its applications, Introduction to cloud computing.
3. Network of Computers: Network, Types of network, Categories of network.
4. World Wide Web - browsing and search engines,
5. Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
6. E-mail – Meaning & its working;
7. Web Design – Meaning & its Creation – HTML – Meaning & Importance.
8. Multimedia applications, Fundamentals of mobile computing.

Section B

1. Text Books – Qualities of good computer science textbook
2. role of text book in teaching computer science
3. Criteria for evaluation of computer science textbook.
4. Computer Science Library – Meaning, organization and importance.
5. Computer Science Lab – Need for planning the computer laboratory
6. special features of computer laboratory
7. Essential infrastructure – laboratory management & maintenance of records

Section C

1. Computer Science Club-Meaning, Objectives, Organization, activities & importance;
2. Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives- Organization & Importance;
3. Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement;
4. Professional Competencies of Computer Science Teacher.

Section D

1. Concept of unit test, construction of unit test, weight ages to the components of unit test,
2. designing three-dimensional chart/blueprint,
3. construction of items, format of unit test
4. Question paper, IOTAQB – meaning, development and importance.
5. E-evaluation – meaning and procedure.

SESSIONAL WORK

- i. Preparation of Quiz program Using Flashfiles.
- Or
- ii. Preparation of Few cover pages for Magazines, Booksetc. or
 - iii. Preparation of e-magazines and e-books using open source software's.
 - iv. Multimedia presentation (Minimum of 20 slides)



SUGGESTED READINGS

- Agarwal J. C. (2006). *Essential of educational technology*. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006). *Educational Technology*, H.P. Bhargava Book House, Agra.
- Haseen Taj. (2008). *Current challenges in Education*. Neelkamal publications pvt., ltd. Hyderabad.
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). *Educational Technology: Expanding our vision*. Delhi: Authors Press.
- Mohanty, L. (2006). *ICT strategies of schools*. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., and Santhanam, S. (2006). *Introduction of educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). *Technological foundation of education*. Meerut: R. Lall Books. Depot.
- Singh, Y.K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.
- Stephen, M. A., and Stanley, R. (1985). *Computer instruction: Methods and development*. NJ: Prentice Hall.
- Stone, E. (1996). *How to use Microsoft access*. Californi: Emery ville.
- Vanaja, M. (2006). *Educational Technology*. Hyderabad: Neelkamal Publications Pvt.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Agriculture (Elective Course)

Course Code: 402221

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to

CO	Statement
CO1	Develop teaching skills to teach concepts of agriculture
CO2	Use basic methods and techniques at the different levels.
CO3	participate in development of agriculture plan
CO4	Organize Agriculture Farm and Laboratory.
CO5	Develop work ethics as important components in agriculture and knowledge different type of crops.
CO6	Use natural resources in agriculture production.

Content Course

Section A

1. Principles of curriculum construction in Agriculture.
2. Critical study of the existing School Agriculture Curriculum of Secondary Classes.
3. Kitchen gardening as a part of curriculum.

Section B

1. Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
2. Agriculture Farm and Laboratory.

Section C

1. Agriculture Teacher and his professional growth.
2. Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
3. Evaluation – Importance, different types of tests for theory and practicals.

SECTION-D

1. Plant Life: Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
2. Weeds and Weed control.



Internal Practical:

Prepare and maintain a kitchen garden or a seasonal flower bed.

SUGGESTED READING

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). *Characteristics of beginning agriculture teachers and their commitment to teaching*. Journal of Agricultural Education, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Program of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Music (Elective Course)

Course Code: 402222

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop Teaching skills in students for teaching of music in classroom.
CO2	Conduct cultural programs and further enhance of entrust in teaching.
CO3	Explain the various ragas of Indian Music.
CO4	Get Knowledge of Notation & Rhythm
CO5	Develop the skill to play musical instruments as a professionalist



Course Content

Section A

1. Instruments for learning of music- variety, simple introduction of instruments.
2. Knowledge of Notation & Rhythm
3. Settings of Music Room (Vocal and Instrumental)

Section B

1. Music & Folk Music
2. The effect of music on behavior, activity & Fatigue

Section C

1. Knowledge of swaras, division of swaras in measures of shruti.
2. Qualities of a Music Teacher - Singer, Vadaak, Vagyakar

Section D

1. Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
2. Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Internal Practical/SESSIONAL WORK

- a. Demonstration of any two musical skills by the candidate.
- b. Prepare a group of students for a musical show/ cultural activity.

SUGGESTED READINGS

- Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon
- Publications. Narasimhan, S. (1999). *Kamaladevi Chattopadhyay: The Romantic Rebel*. Sterling Publishers Pvt. Ltd.
- Raja, D. S. (2021). *Hindustani Music Today*. DK Printworld (P) Ltd.
- Sambamoorthy, P. (1955). *Teaching of Music*, IMPM, Karnataka.
- Khanna, J. (2020). *Teaching of Music*. Tondon Publications: Ludhiana
- Jain, M. (2018). *Pedagogy of Music*. Vijay Publications, Ludhiana



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Life Science (Elective Course)

Course Code: 402223

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Select and use appropriate learning resources in Life Science.
CO2	Organize co-curricular activities related to Science
CO3	Organize practical work and improvise Life Science apparatus
CO4	Construct appropriate assessment tools for evaluating learning of life science.
CO5	Examine different pedagogical issues in learning Life Sciences

Course Content

Section A

1. Learning resources in Life Science: Text books, reference books, journals-resources and communityresources.
2. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and fieldvisits.
3. Life Science curriculum: rationale and value, analysis of text books and biology syllabiof NCERT/PSEB at Secondary and Senior Secondarystage.

Section B

1. Setting up Biology Laboratory at Senior Secondary Stage. Selection, purchase and



maintenance of apparatus and equipment in it, First aid in laboratory.

2. Development of life science kits, improvising apparatus and low cost experiments in Life Science, Exploring alternatives.
3. Organization and evaluation of practical work in life science.

Section C

1. Performance based assessment: concept, development of indicators, assessment of (learners record, field diary, oral presentation, portfolio, participation in collaborative learning).
2. Construction of unit test, design and blueprint, item construction and marking scheme, administration of test.
3. Continuous and comprehensive evaluation, concept and process.

Section D

1. Pedagogical analysis of following topics in Life Science- Animal Cell and plant cell, balanced diet, environmental pollution.
2. Effect of population and human growth on environment
3. Human Circulatory system

INTERNAL PRACTICAL (Any Two)

Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).

Construction of any two improvised apparatus.

Preparation of herbarium of medicinal plants. (any 10)

SUGGESTED READINGS:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Teaching of Sociology (Elective Course)

Course Code: 402224

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding and Knowledge among learners concerning curriculum organization of sociology
CO2	Understand the approaches of curriculum of sociology.
CO3	acquaint the pupil-teachers with recent trends in sociology
CO4	develop national and international understanding in teaching of Sociology
CO5	Develop proper understanding of different techniques of evaluation.
CO6	Develop concept of social group and social mobility.

Course Content

Section A

1. Principle for the construction and thematic organization of sociology curriculum.
2. Approaches of organization of Sociology curriculum.
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the Senior Secondary Stage.

Section B

1. Brief Contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau
2. Teacher of Sociology – Importance, qualities and competence.
3. Sociology room – Importance, equipments.

Section C

1. Recent trends in teaching of Sociology international understanding.
2. Role of Sociology in developing national integration and internationalism.
3. Concept, importance & types of Evaluation of Sociology Purpose of evaluation in Sociology, Formative and summative evaluation, their silent features, remedial teaching.

Section D



1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

Internal practical

1. Preparing blue-print and writing objective based test items.
2. Prepare a project report on a Western Thinker

SUGGESTED READINGS :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Teaching of Public Administration (Elective Course)

Course Code: 402225

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop ability to organize curriculum of public administration.
CO2	Develop the skills to understand school and learning climate
CO3	Examine the recent trends in public administration.
CO4	Develop skills to teach public administration
CO5	Develop proper understanding of modern concepts and tools of evaluation.

Course Content

Section A

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.
(a) Unit (b) Concentric (C) Topical
3. Role of public administration in developing national integration and internationalism.

Section B

1. Text-books; importance and qualities, supplementary material.
2. Public administration room—Importance, equipment.
3. Teaching aids: Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.
4. Edgar Dale's Cone of learning experiences.

Section C

1. Critical analysis of public administration syllabus at the senior secondary stage.
2. Teacher of public administration—Importance, qualities and competence.
3. Evaluation- Types of test items and development of achievement test in Public Administration.

Section D

1. Concept and Principles of Educational Administration.
2. Health Administration: Primary, secondary and tertiary health services.



INTERNAL PRACTICAL

Critical analysis of present state of public administration in india-views, reviews and latest trends

SUGGESTED READINGS:

- S.L., Narasimhan, S. (1999). *Kamaladevi Chattopadhyay: The Romantic Rebel*. Sterling Publishers Pvt. Ltd.
- M., Public Administration. New Delhi: Tata Mcgraw Hills. Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publisher
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Teaching of Physical Science (Elective Course)

Course Code: 402226

Semester: 6th

Credits:-02

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Write unit plans and lesson plans for effective teaching in Physical Science.
CO2	Select and use appropriate learning resources in Physical Science.
CO3	Develop skills to teach physical science
CO4	Organize practical work and improvise Physical Science apparatus
CO5	Prepare as well as to select suitable instructional aids in teaching Physical Science



Course Content

Section A

1. Learning resources in Physical Science- Text books, reference books, journals, e-resources and community resources.
2. Learning Beyond the classrooms- Importance, planning and organising co-curricular activities – Science clubs, science museum, science fair, Excursions.
3. Practical work in physical science- Need, importance and organization.

Section B

1. Designing laboratories of Physics and Chemistry- White House plan, need and importance of laboratory for teacher's and students.
2. Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory.
3. Development of science kits, improvising apparatus and low cost experiments in Physical Science.

Section C

1. Lesson planning and Unit planning in physical science –Meaning, importance, steps (Herbartian approach and Constructivist approach).
2. Instructional Aids: Meaning, importance, classification, principles of selection and use of Chalk Board, Charts, Models and ICT.
3. Physical Science teacher- professional competencies and professional development programs, teacher as researcher and facilitator.

SECTION-D

1. Metals and non metals- Physical and chemical properties.
2. Gravitation - Concept and applications in daily life.
3. Electricity –Concept and applications in daily life.
4. Acids and Bases- Concept and importance.

INTERNAL PRACTICAL (Any Two)

- b) Preparation of any two lesson plans of Physics/Chemistry.
- c) Study of community resource in physical science and prepare the report.
- d) Construction of any two improvised apparatus.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). *Science Education for Teacher Trainees*, New Delhi, PHI Learning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi: NCERT.
- Mohan, Radha (2007). *Innovative Physical Science Teaching Method*, P.H.I.,



New Delhi.

- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: DoabaHouse.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Physical Education –VI

Course Code: 1301603

Semester: 6th

Credits:3

**L T P
3 0 0**

Course Outcomes: On successful completion of this course, the students will able to:

CO	Statement
CO1	Understand the relationship of health and physical education.
CO2	Develop awareness regarding tournaments.
CO3	Organize picnics and sports events
CO4	Discuss the meaning and importance of leadership
CO5	Analyze critically prevention of disability and rehabilitation of disable person.

Course Contents

- 1. Recreation:-**Meaning, aim, objectives, types, importance and agencies of recreation.
- 2. Camping: -** Meaning, objectives, importance, types, layout and organization of camps.
- 3. Leadership: -** Meaning, importance, qualities and types.
- 4. Intramural and Extramural: -** Meaning, importance and control of competition.
- 5. Tournament: -** Merit and demerits and drawing all fixtures for league, knock out and combination tournament.
- 6. Picnics & sports event: -** Planning & organization and importance.



7. **Posture:** - Meaning and Characterizes of Good posture (Walking, Standing, Sitting and lying) Causes and correction of poor posture.
8. **Postural deformities:-**Meaning Causes and correction exercise for spine, foot and legs deformities.
9. **Disability:** - Meaning, Causes, prevention and rehabilitation.
10. **Kinesiology:** - Meaning, scope and importance in Physical Education and Sports.
11. **Therapeutically Exercises:** - Meaning, scope, importance and classification.
12. **Occupational Health:** - Meaning, Principles and factors responsible for occupational hazards and remedial measures.

SUGGESTED READINGS:

- Kang G. S. Deol N. S. (2008). *An introduction to Health and Physical Education 21st century* Patiala.
- Desch and Burk. (1963). *winesiology and applied anatomy*. 2nd ed. Lee and febiger.
- Wells. (1966)*K Kinesiology*, 4th edition W.B.Saunder.
- Mathews D. K. &fox, E.L. (1984). *The physiological basis of Physical Education and Sports*, 2nd edi, Philadelphia. K. B. Sanuders &Co.
- Shaver L. J. (1995). *Edeential of Exercise Physiology*. Kamla Nagar Surjeet,
- Dick, F. (1980). *Sports Training Principles*. London Lepus Book,
- Fisher, J. (1975). *Scienfific Basis of Athletic Conditioning Philadelphia*, lee andFebiger.
- Matveyer, L. (1981). *Fundamentals of sports Training*.
- Singh, A and Singh, J. (2004). *Essentail of Physical education and Olympic movement*. Kalyani Publishers,Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Physical Education –VI(Practical)

Course Code: 1301604

Semester: 6th

Credits : 2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Learn skill of catching & throwing ball.
CO2	Enhance the skill of fielding of ground balls & blybass
CO3	Develop skill of catching & hitting.
CO4	Organize activities related to physical skills like posture, stance, angling, timing, rhythm, extension,Blocking, striking, take downs, chokes, joint manipulation in taekwondo.
CO5	Master skills of attacking, hurdling & attacking off.

Course Contents

Track & Field Marking

24 M

BoxingCricket, Netball

16M (Any One Game)

Evaluation will be based on skill test, performance & viva voce.

Contents to be covered during the practical sessions:

- Measurement of the field and preparation of the field
- Equipments and Materials of the game/Event.
- Fundamental skill and lead up game.
- Techniques.
- Rules and Regulations of the game/ Event.
- Officiating:
- Duties of officials
- Knowledge of score sheet
- Signals of officiating
- Technical equipment for officiating

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: Music (Vocal)-VI

Course Code: 1301605

Semester: 6th

Credits : 2

L T P

3 0 0

Course Outcomes: Onsuccessful completion of this course, the students should be able:

CO	Statement
CO1	Discuss the Lok Sangat of Punjab.
CO2	Elaborate the special features of theory of Indian ragas.
CO3	Explain the role of Akashwani and Doordarshan classical music.
CO4	Trace the history of Indian music from 18 th century to present period
CO5	Demonstrate to play musical instrumentals

Course Content

Section A

1. Topic of essays:

a) Kanthsadhana b) Loksangeet of Punjab c) Role of akashwani&doordarshan towards the popularization of Indian classicalmusic.

2. Special features of time theory of Indianragas.

Section B

1. History of Indian music from 18th century to presentperiod.

2. General history of Indian music i.e. from Bharata toSharangdeva.

3. Explain the followingGayanshailes

a) Tappa, Tarana, Dhamar, b) Bhagan&shabad

Section C

1. . Knowledge of writing notations of VilambitKhayals&Drutkhayal in the prescribedragas:

a) Durga, b) Vrindavani_sarang c) Madhuwanti

2 Development & importance of Indian notations system of music, its merits &demerits.

3 DifferentGayanshaillies ofGurmatsangeet.

Section D



1. define the following musical terms in the context of Gurmatsangeet;
a) kirtaniya b) Dhuni C) Paudi d) Bandana E)Chowki

2. Elementary Knowledge of the following Ragas:

a) Multani, b) Marva c) Poorvi

SUGGESTED READINGS:

- Sharma, M. & Narayan, R. *Sangeet manual*; H.G.Publications Dehli
- Sharma, Y. *Gayankalan*; Punjabi University Patiala.
- Lata, S. *Hindustani Shastri Sangeet Avam Vyavyar*; Karnal Publications.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Music (Vocal)-VI (Practical)

Course Code: 1301606

Semester: 6th

Credits: 3

**L T P
0 0 4**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Perform one drut khayal with alaps & tanas.
CO2	Play various taals on table skillfully.
CO3	Elaborate one tarana with proper style.
CO4	Develop skill of tuning of tanpura.
CO5	Examine slow khayals in ragas.
CO6	Appraise gazal / suffiana galam.

Course Content

Performance

1. One Drutkhayal with alaps & tanas in each of the following:
 - a) Miyanki Todi b) Ramkali c) Miyan Malhar d) Behag
2. Ability to play the following taals on tabla:
 - a) Tivra b) Dhamar c) Tilwara
3. One Tarana with proper style, in any of the Ragas prescribed in the Syllabus.
4. Tuning of Tanpura.
5. Two Slow khayals in prescribed Ragas.
6. Gazal/ Suffiana Qalam in prescribed Ragas with Proper Gayaki.

SUGGESTED READINGS:

- Sharma, M. & Narayan, R. *Sangeet manual*; H.G. Publications Dehli
- Sharma, Y. *Gayankalan*; Punjabi University Patiala.
- Lata, S. *Hindustani Shastri Sangeet Avam Vyavyar*; Karnal Publications.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: English Literature

Course Code: 1301607

Semester: 6th

Credits :5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students should be able to:

CO	Statement
CO1	Master the literary masterpieces like Charlotte Brontë's : Jane Eyre Tagore's : Gitanjali Albert Camus's : The Outsider
CO2	Describe the chief characteristics of the Victorian period
CO3	Discuss and narrate major novelists and poets of Victorian period
CO4	Interpret the important texts of the modern period
CO5	Develop communication skills

Content Course

Section A

Tagore: Gitanjali

Section B

Charlotte Brontë: Jane Eyre

Section C

Albert Camus: The Outsider

(A) VICTORIAN PERIOD

Section D

Chief Characteristics of the Period

1. Major Novelists and Poets of Period

(B) MODERN PERIOD

Important Texts of Modern Period

1. David Copperfield

2. Murder in the Cathedral

3. Lord Jim

SUGGESTED READINGS:

- Princeton Encyclopedia of Poetry and Poetics.
- Baldick, C. (2004) *Oxford Concise Dictionary of Literary Terms*. Oxford



University Press, Indian Edition.

- Drabble, M., & Harvey, S. P. (Eds.). (1985). *The Oxford companion to English literature* (Vol. 68). Oxford: Oxford University Press.
- Lewis, C. S., Buxton, J., Davis, N., Dobrée, B., & Wilson, F. P. (1954). *English literature in the sixteenth century, excluding drama* (Vol. 3, pp. 508-9). Oxford: Clarendon Press.
- Lang, A. (2020). *History of English literature*. BoD–Books on Demand.
- Sanders, A. (1994). *The short Oxford history of English literature*. Published in the United States by Oxford University Press Inc., New York.
- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning.
- Scott, A. F. (1965). *Current literary terms* (pp. 196-197). Macmillan.
- Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. John Wiley & Sons.
- Brontë, C. (2008). *Jane eyre*. Oxford University Press.
- Imlay, E. (1993). *Charlotte Brontë and the mysteries of love: myth and allegory in Jane Eyre*. Parapress Limited.
- Tagore, R. (2005). *Gitanjali: Kītāñcali*. Sura Books.
- Sen, A. (1997). Tagore and his India. *Nobel Laureates in Search of Identity and Integrity: Voices of Different Cultures* (Hackensack, NJ: World Scientific, 2004), 177-213.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: ਚੋਣਵੀਂ ਪੰਜਾਬੀ-VI

Course Code: 1301608

Semester: 6th

Credits : 5

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਸਵੈਜੀਵਨੀ (ਵਣਜਾਰਾਬੇਦੀ) ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਹਨਾਂ ਦੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO2	ਨਾਵਲ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
CO3	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਲੋਚਨਾ ਦੀ ਪ੍ਰੀਭਾਸ਼ਾ ਤੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਖੋਜ ਦੇ ਖੇਤਰ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਵਿਵਾਹਰਕ ਆਲੋਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਉਚੇਰੀ ਸਿੱਖਿਆ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੇ ਆਪਸੀ ਸੰਬੰਧਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

Course Content

ਭਾਗ-ੳ

1. ਗਲੀਏ ਚਿੱਕੜਦੂਰ ਘਰ (ਸਵੈ-ਜੀਵਨੀ) ਵਣਜਾਰਾ ਬੇਦੀ।

ਭਾਗ-ਅ

2. ਪੰਜਾਬੀ ਨਾਵਲ ਤੇ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ।
3. ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ।

ਭਾਗ-ੲ

4. ਵਿਹਾਰਕ ਆਲੋਚਨਾ: ਕਵਿਤਾ/ਵਾਰਤਕ।
5. ਆਲੋਚਨਾ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਤੇ ਪ੍ਰਕਾਰਜ, ਮੈਟਾ ਆਲੋਚਨਾ, ਆਲੋਚਨਾ ਤੇ ਸਿਧਾਂਤ।

ਪੁਸਤਕਸੂਚੀ-

- ਗਲੀਏ ਚਿੱਕੜਦੂਰ ਘਰ (ਸਵੈ-ਜੀਵਨੀ) ਵਣਜਾਰਾ ਬੇਦੀ (2014), ਕਸਤੂਰੀਲਾਲ ਐਡ. ਸੰਨਜ ਅੰਮ੍ਰਿਤਸਰ।
- ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਇਤਿਹਾਸ, ਡਾ. ਗੁਰਪਾਲ ਸਿੰਘ ਸੰਧੂ (2005), ਪੰਜਾਬੀ ਅਕਾਦਮੀ ਦਿੱਲੀ
- ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ, ਸ਼ਤੀ ਸਕੁਮਾਰ ਵਰਮਾ (2008), ਪੰਜਾਬੀ ਅਕਾਦਮੀ ਦਿੱਲੀ
- ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ, ਪ੍ਰੋਫੈਸਰ ਬਲਬੀਰ ਸਿੰਘ ਦਿਲ (1998), ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ
- ਆਲੋਚਨਾ ਅਤੇ ਪੰਜਾਬੀ ਆਲੋਚਨਾ, ਕੰਵਲਜੀਤ ਕੌਰ ਢਿੱਲੋਂ (2015), ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Hindi Literature-VI

Course Code: 1301609

Semester:6th

Credits : 5

L T P

5 0 0

Course Outcomes: Unsuccessful completion of this course, the students should be able:

CO	Statement
CO1	भाषा विज्ञान का बोध प्राप्त कर सकेंगे
CO2	भाषा विज्ञान के सैद्धान्तिक पक्षों का सटीक प्रयोग
CO3	देवनागरी लिपी में मानक हिन्दी का कौशलात्मक विकास हो सकेगा
CO4	टंकण के विभिन्न स्वरूपों का अवलोकन एवं बोध हो सकेगा
CO5	विद्यार्थी भाषा के लेखन से सम्बन्धित कौशलों का प्रयोग कर सकेंगे

भाग-क

भाषा:- भाषा की विशेषताएं एवं महत्त्व, भाषा अध्ययन की दिशाएं, भाषा परिवर्तन की दिशाएं कारण भाषा उत्पत्ति के सिद्धांत

भाग-ख

अर्थ:-स्वरूप, परिभाषा, अर्थ परिवर्तन के कारण व दिशाएं

भाग-ग

सम्पर्क भाषा, राष्ट्र भाषा, संचार, माध्यम भाषा, हिंदी की संवैधानिक स्थिति

भाग-घ

हिंदी में कम्प्यूटर सुविधाएँ, आंकड़ा संसाधन, शब्द संसाधन, वर्तनी शोधन, मशीनी अनुवाद हिंदी भाषा शिक्षण:-स्वरूप एवं उद्देश्य, हिंदी उच्चारण, वर्तनी और व्याख्या का शिक्षण

सहायक पुस्तकें:-

भाषा और हिंदी भाषा का इतिहास (प्रोफेसर नरेश मिश्र)- हरियाणा साहित्य अकादमी पंचकुला

हिंदी भाषा उद्भव और विकास:- उद्नारायण तिवारी

भाषा विज्ञान:- डा. भोलानाथ तिवारी



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
O2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: History of Punjab-VI

Course Code: 1301610

Semester:6th

Credits : 5

L T P

5 0 0

Course Outcomes: Onsuccessful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the knowledge and understanding about different level of education and its role in modern life.
CO2	Analyse Sikh Struggle for sovereignty from1716-1765
CO3	Examine Political Delvelopments1839-1845



CO4	Gained understanding of new development in literature, art and architecture in the Punjabregion.
CO5	Develop practical skills helpful in the study and understanding of historical events

Course Content

Section A

1. Sikh Struggle for sovereignty from1716-1765
2. Role of Dal KhalsaRakhi, Gurmata andMisl.

Section B

- Civil and militaryadministration.
- Relation with theBritish.

Section C

1. Political Delvelopments1839-1845.
2. Anglo SikhWars.

Section D

1. New development in literature art and architecture in the Punjabregion.
2. Social life with special reference to the position of women fairs, festivals, folk music dance and games in thePunjab.
3. MAPS Historical Places Lohgarh, Gujranwala, Amritsar, Multan,Mudki,Ludhiana

SUGGESTED READINGS:

- Singh,K.(1990). *History and culture of the Punjab, part II Medieval Period.* Publication bureau, Punjabi University Patiala (3rded.) N.B. The required detail and depth would conform to the treatment of the subject in the above survey. (This book will also form the basis of the short answer typequestion.)
- Singh, F. (ed)(1972.) *History of the Punjab, Vol, iii* Punjabi university patina
- Grewal, J.S. (1990). *The Sikhs of the Punjab, The new Cambridge History of India orient* Longman, Hyderabad,
- Singh K(1991). *A History of the Sikhs, Vol. I 1469-1839* Oxford University Press, Delhi,1991
- Chopra, P.N., Puri B.N.,(1974)*A social cultural & Economic History of India*,vol. and das,M.N.: II Mecmillan, Delhi,

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1



CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name History-VI

Course Code: 1301611

Semester:6th

Credits : 5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	understand the concept of History
CO2	Identify and describe the integration of history with others subjects
CO3	Evaluate the Aims and objectives of teaching of history
CO4	Understand the techniques and skill of teaching
CO5	analyse history of curriculum
CO6	Utilise pedagogical analysis of Harappa civilization, first & second world war

Course Content

Section A

1. Evolution and Functions of Dal Khalsa, Gurmatta and Rakhi System.
2. Misals; Nature, Civil & Military Organisation.

Section B

1. The establishment of Ranjit Singh’s Kingdom: Conquests of Lahore, Multan, Kashmir and Peshawar.
2. Relations between Ranjit Singh and the British (1800-1839)

Section C



1. Central and Provincial Administration and Military System of Ranjit Singh.
2. Anglo-Sikh War and the Annexation of the Punjab.

Section D

1. Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.
2. Maps:
 - a. Kingdom of Ranjit Singh (1839 A.D.)
 - b. Battles of first Anglo Sikh War
 - c. Battle of Second Anglo-Sikh War.

Books Suggested:

- Sinha, N.K. *Ranjit Singh* (English & Punjabi)
- Hasrat, B.J. *Life and Times of Ranjit Singh* (English)
- Singh, K. *History of the Sikhs*, Vol.-II
- Singh, K. *Ranjit Singh-Maharaja of the Punjab*
- Singh, F. *Some Aspects of State and Society under Ranjit Singh*
- Chhabra, G.S. *Advanced History of the Punjab*, Vol-II
- Cunningham, J.D. *History of the Sikhs*
- Kirpal Singh. *Partition of the Punjab* (English & Punjabi)
- Ganda Singh. (ed.). *Punjab* (Bhai Jodh Singh Abhinandan Granth)
- Arora, A.C. *Punjab Da Itihas* (Punjabi)
- Narang, K.S. & Gupta, *History of the Punjab* (English, Punjabi & Hindi) H.R.
- Gurcharan Singh and Gandhi, S.S. *Punjab Da Itihas* (Punjabi)
- Arora, A.C. *Atlas of Punjab History* (English, Punjabi & Hindi)
- Arora, A.C. (ed.) *Punjab Dian Lok Lehran* (Punjabi).

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Name Political Science-VI

Course Code: 1301613

Semester: 6th

Credits : 5

L T P

Course Outcomes: On successful completion of this course, the students will be able to:

CO	Statement
CO1	Understand the evolution, scope and significance of international politics.
CO2	demonstrate an understanding of key historical events that took place at the international level
CO3	Explain contemporary international system.
CO4	Recognize the key international actors which shaped the international Political system.
CO5	Discuss the main international relations theories.
CO6	Analyze importance of International relation in process of nation progress.
CO7	Appreciate the foreign policy their determinants features & its relevance.
CO8	Understand emerging world order
CO9	Provide conceptual knowledge on international relations, international politics, balance of power, collective security, national interest, ideology etc.
CO10	Compile causes and consequences of two world wars and cold war

Course Content

Section A

1. Meaning, Nature and Scope of International Politics.
2. Approaches to International Politics: Realist and Idealist.

Section B

1. National Power, its Elements.
2. System of Balance of Power.
3. Collective Security.

Section C

1. Cold War in International Politics.
2. Bi-Polar and Uni-Polar System.
3. Nature of Emerging World Order

Section-D

1. United Nations organs: Aims, Objectives and Principals.
2. Non-Aligned Movement and its Relevance.



SUGGESTED READINGS:

- Badyal, J.S. *Political System of India*.
- Johri, J.c. *Principles of Political Science*, Sterling Publishers, Delhi
- Verma, S.P. *Political Theory*, Geetanjali House, New Delhi
- Jain, M.P. *Political Theory*, Authors Guild Publication, Delhi (Punjabi & Hindi)
- Nanda, S.S. *Political System of India Theory* (Punjabi & English) Nanda Publications.
- Ghai, U.R. *International Politics* Raj Publications. International Politics.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Computer Graphics

Course Code: 301624

Semester: 6th

Credits5

**L T P
5 0 0**

Course Outcomes: On successful completion of this course, the students will be able to:

CO	Statement
CO1	Define and explain various input devices in computers.
CO2	Study in detail the hard copy devices i.e the different types of printers.
CO3	Elaborate the different visual display devices.
CO4	Discuss 2 dimensional graphics and 3 dimensional graphics.
CO5	Handle the graphics on computer.

Course Content

Input devices: Keyboard, Touch panel, light pens, Graphic tablets, Joysticks, Trackball, Data glove, Digitizers, Image scanner, Mouse, Voice & Systems.

Hard copy devices: Impact and non impact printers, such as line printer, dot matrix, laser, ink, jet, electrostatic, flatbed and drum plotters.

Video Display Devices Refresh cathode ,ray tube, raster scan displays, random scan displays, color CRT, monitors, direct view storage tube, flat, panel displays; 3,D viewing devices, raster scan systems,random scan systems, graphics monitors andworkstations.

Scan conversion algorithms for line, circle and ellipse, Bresenham's algorithms, area filling techniques, character generation.

dimensional Graphics: Cartesian and Homogeneous coordinate system, Geometric transformations(translation, Scaling, Rotation, Reflection, Shearing), Two-dimensional viewing transformation and clipping (line, polygon andtext).

dimensional Graphics: Geometric transformations (translation, Scaling, Rotation, Reflection, Shearing), Mathematics of Projections (parallel & perspective). 3D viewing transformations and clipping

SUGGESTED READINGS:

- Hearn,D. and Baker, M.P.(1995).*Computer Graphics*, PHI New Delhi; Second Edition.
- Foley,J.D.& Dam,A.V. Introduction to Computer Graphics.
- Feiner, S.K., Hughes,J.F.(1994).*Addison*,Wesley Publishing company,R.L. Phillips. N.Y.; Second Edition,
- Plastock, R.A. and Kalley, G.(1986). *Computer Graphics*, McGraw Hill.



The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The Correlation Levels Are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation And "-" Indicates There Is No Correlation

Course Name Economics-VI

Course Code: 1301614

Semester:6th

Credits: 5

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquaint the student teachers with the concept of sets and simple applications.
CO2	Develop the understanding of matrices and central economy and applications.
CO3	Apply the formulas of correlation and regression analysis
CO4	Analyze data to solve complex economic problems.
CO5	Demonstrate the skills to perform all the methods with detail and with good explanation.

Course Content

Section A

Elementary Idea of Sets and Function: Simple Derivation. Differentiation of simple functions-Polynomial (x), Exponential (a^x , e^x) Logarithm (log x).Simple applications of derivative in Economics, Function, Limit & Continuity.

Section B

Matrices: Definition and Types, Operations (Sum, Difference) Product and Transpose, Adjoint and inverse of a matrix (upto 3 x 3) Solution of simultaneous equations (up to 3) by matrix methods, Application in Matrix inEconomics.

Measures of Central Tendency: Mean, Median, Mode.

Section C

Correlation Analysis: Karl Pearson's (excluding grouped data) and Spearman's rank formula and Simple Regression Analysis.



Interpolation: Binomial Expansion method, Newton's Advancing Difference Method and Lagrange's Method, Extrapolation.

Section D

Index Numbers: Concepts, Problems and Importance, Simple Index Numbers, Laspeyre's, Paasche's and Fisher's index numbers, use of Index no in Economics.

Time Series Analysis: Components of Time Series, Determination of Trend, Moving Average Method and Least Square method.

Practical Work:

Case Studies of firms/Industry/Any Business Organisation.

SUGGESTED READINGS:

- Archibald, C.C. and Lipsey, R.G.(1977). *An Introduction to a Mathematical Treatment of Economics*, English Language Book Society, Chs. 4, 6 and7.
- Sanchati, D.C. and Kapoor, V.K.(1993). *Business Mathematics*, New Delhi, Sultan Chand & Sons, Chs. 16, 17 and20.
- Gupta, S.C. *Fundamentals of Statistics*, Bombay, Himalaya Publishing House, Chs. 5,6,7,8,9, 10 and20.
- Gupta, S.P.Fundamentals *ofStatistics*.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Sociology-VI

Course Code: 1301615

Semester: 6th

Credits 5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding of the process of socialization.
CO2	Get knowledge about culture & its role in society.
CO3	Demonstrate to understand different factors that influence to personality of a person.
CO4	Examine the Rural, Urban & Tribal social organization.
CO5	Possess analytical skills in areas such as policy analysis, administration/management, communication, quantitative analysis and problem solving

Course Content

Section A

1. Basic Concepts: Theory, fact and Concept.
2. August Comte: Law of three stages, concept of positivism and hierarchy of sciences.

Section-B

3. Karl Max: Theory of conflict, Class Consciousness, Alienation, Surplus value and class struggle.

Section-C

4. Herbert Spencer: Evolution theory and classification of societies.

Section-D

5. Max Weber: Social action, social understanding, religion, capitalism,

SUGGESTED READINGS:

- Andreski, S.(ed.)(1971). *Herbert Spencer: Structure, Function and Evolution*. London: Michael Joseph.
- Barnes, H.E.(ed.)(1948). *An Introduction to the History of Sociology*. Chicago: University of Chicago Press.
- Cohen, P.(1968). *Modern Social Theory*. New York: Basic Books.
- Coser, L.A.(1971). *Masters of Sociological Thought*. New York: Harcourt Brace, Jovanovich.



- Jammu, P.S.and G.S.(eds.) (1990).*SamajVigyanikSidhant*.Patiala:

PunjabiBhatnagar University.

- Judge, ParamjeetSingh(1998). *SamajVigyanakDrishtikon ateSidhant*.Patiala: Punjabi University.
- Timasheff,N.S.(1976). *Sociological Theory* (4th Ed.) NewYork:Random House.
- Turner,J.(1978). *The Structure of Sociological Theory*. Home-woods, Illinois: the DorseyPress.
- Judge,P.*Max Weber*: Punjab Academy,Delhi

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	-	1	1	3	1	3
CO2	2	2	1	2	2	2	2	2	2	1	2	2	1
CO3	1	-	2	1	1	-	1	1	2	2	2	2	-
CO4	1	2	2	2	1	2	1	2	1	1	-	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	2
Average	1.4	1.6	1.6	1.8	1.4	1.8	1.6	1.4	1.4	1.4	2	1.6	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation

Course Name: Metric Space

Course Code: 1301616

Semester: 6th

L T P

Credits: 3

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Comprehend the concepts of countable spaces, separable spaces, and open spheres.
CO2	Explain closed spheres, Neighbourhood of a point, Open sets, limit points ,Interior points, Limit points
CO3	Apply the properties of open sets, close sets, interior points, accumulation points and derived sets in deriving the proofs of various theorems.
CO4	Construct topological spaces from metric spaces and using general properties of neighbourhoods, open sets, close sets, basis and sub-basis.
CO5	Recognize the concepts and properties of the compact and connected topological spaces. Define the structure of locally-convex topological vector spaces.



Course Content

Section A

Definition and examples of metric spaces, open spheres and closed spheres, Neighbourhood of a point, Open sets, limit points, Interior points, Limit points, Closed sets and closure of a set, Boundary points, diameter of a set, Subspace of a metric space.

Section B

Convergent and Cauchy sequences, Complete metric space, dense subsets and separable spaces, Nowhere dense sets, Continuous functions and their characterizations, Isometry and homeomorphism.

Section C

Compact spaces, Sequential compactness and Bolzano-Weierstrass property, Finite Intersection property, Continuous functions and compact sets. Disconnected and connected sets, Components, Continuous functions and connected sets.

SUGGESTED READINGS:

- G.F. Simmons(1963). *Introduction to Topology and Modern Analysis*, McGraw Hill,.
- E.T. Copson,(1968). *Metric spaces*, Cambridge University Press,.
- P.K. Jain and Khalil Ahmad (2003). *Metric spaces*, Second Edition, Narosa Publishing House, New Delhi,.
- B. K. Tyagi,(2010). *first course in metric spaces*, Cambridge University Press,.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	2	2	1	2	1	2	2	2
CO2	-	2	1	3	1	1	1	2	1	2	1	2	-
CO3	2	1	2	1	3	1	2	1	2	2	-	2	2
CO4	2	2	1	1	2	-	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	1	3	1	2	1	1
Average	1.6	1.6	1.8	1.8	2	1.2	1.6	1.4	2	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Complex Analysis

Course Code: 1301617

Semester: 6th

Credits:3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Apply the concept and consequences of analyticity and the Cauchy-Riemann equations and of results on harmonic and entire functions including the fundamental theorem of algebra,
CO2	Use differentiation rules to compute derivatives and express complex-differentiable functions as power series
CO3	Identify the isolated singularities of a function and determine whether they are removable, poles or essential
CO4	Comprehend the geometric representation of complex number.
CO5	Compute line integrals by using Cauchy's integral theorem and formula

Course Content

Section A

Complex numbers as ordered pairs, Geometrical representation of complex numbers, stereographic projection, Limit and continuity, Complex derivative, Derivative and Analyticity, analytic functions, Cauchy-Riemann equations, Harmonic equations.

Section B

Elementary functions, Exponential functions, Trigonometric functions, Hyperbolic functions, Logarithmic functions, Analyticity of Log functions, Inverse trigonometric and Hyperbolic functions. Mapping by elementary functions, Mobius Transformations, Fixed points, Cross ratio, Inverse points and critical mappings, conformal mappings.

Section C

Integration of complex-valued functions, Contours, Contour integrals, Anti derivatives, Cauchy Theorem (without proof), Simply and multiply connected regions, Cauchy integral formula (without proof), Line integration, Complex line integration, Contour integration and Green's theorem (without proof), Path Independence, Indefinite Integrals, Fundamental theorem of calculus in the complex plane.

Section D

Convergence of sequences and series, Taylor series, Laurent series, Maclaurin series.



SUGGESTED READINGS:

- R. V. Churchill and J. W. Brown: (1990). *Complex Variables and Applications*, McGraw Hill Publishing Company,.
- E. Hille: (1973). *Analytic Functions Theory*, Vol. 2, Ginn and Co. 2nd Ed. New York,.
- E. B. Saff and A. D. Snidder: (1999). *Fundamental of Complex Analysis with Applications to Engg. and Science*, Pearson Education.
- A. David Wunsch,(2009). *Complex Variables with Applications*, Pearson Publication,.
- Punnuswamy, (2008). *An Introduction to Complex Analysis*, Narosa Publication.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	2	2	1	2	1	2	2	2
CO2	-	2	1	3	1	1	1	2	1	2	1	2	-
CO3	2	1	2	1	3	1	2	1	2	2	-	2	2
CO4	2	2	1	1	2	-	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	1	3	1	2	1	1
Average	1.6	1.6	1.8	1.8	2.2	1.6	1.4	1.6	2.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name: Operations Research and Linear Programming

Course Code: 1301618

Semester: 6th

Credits: 3

L T P

2 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Describe the origin ,Scope , development of Operations Research and use the scientific methods of Operation research .
CO2	Interpret the dual variables and perform sensitivity analysis in the context of economics problems as shadow prices, imputed values, marginal values, or replacement values
CO3	Explain the concept of complementary slackness and its role in solving primal/dual problem pairs,
CO4	Define how to formulate an LPP with linear constraints and Identify a problem in your locality, formulate it as an LPP and solve .
CO5	Explain , how to Maximize the profit, minimize the cost, minimize the time in transportation problem .For example, Travelling salesman problem, Assignment problems.

Course Content

Section A

Operations Research (OR) and its Scope, Modeling in OR, Scientific Method in Operations Research, Linear Programming: Definition, mathematical formulation, standard form, Solution space, solution – feasible, basic feasible, optimal, infeasible, multiple, redundancy, degeneracy, Solution of LP Problems - Graphical Method, Simplex Method.

Section B

Duality in LP, Dual Simplex Method, Economic interpretation of Dual, Transportation Problem, Basic feasible solution using different methods (North-West corner, Least Cost, Vogel’s Approximation Method), Optimality Methods, Unbalanced transportation problem, Degeneracy in transportation problems, Assignment Problem, Hungarian Method for Assignment Problem.

Section C

Elementary inventory models, Replacement models, Group replacement problem, Sequencing theory, m machines and n jobs problem, Graphical method for sequence problem.

Section D

Game Theory, pure and mixed strategies, Saddle point, Two-Persons-Zero-Sum Game, Game with mixed strategies, Dominance rule, Graphical Method, Inter - relation between

the theory of games and linear programming, Solution of game using Simplex method.

SUGGESTED READINGS:

- Sharma, J. K. (2016). *Operations research: theory and applications*. Trinity Press, an impint of Laxmi Publications Pvt. Limited
- 2.J. K. Sharma,(2012). *Operations Research – Problems and Solutions*, Macmillian Pub.
- 3.G. Hadly(1975). *Linear Programming*, Narosa Publishing House
- 4.A. H. Taha,(25005). *Operations Research – An Introduction*. Prentice Ha
- 5.Hillier and Lieberman,(2017). *Introduction to Operations Research*, McGraw Hill.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO 2	PSO3
CO1	2	2	3	2	2	2	2	1	2	1	2	2	2
CO2	-	2	1	3	1	1	1	2	1	2	1	2	-
CO3	2	1	2	1	3	1	2	1	2	2	-	2	2
CO4	2	2	1	1	2	-	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	1	3	1	2	1	1
Average	1.6	1.6	1.8	1.8	2.2	1.2	1.6	1.4	2.2	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Home Science-VI

Course Code: 1301619

Semester: 6th

Credit-3

L T P

3 0 0

Course Outcomes: Onsuccessful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding about the concept of entrepreneurship and entrepreneur
CO2	Plan and prepare projects
CO3	Demonstrate the role of home science in entrepreneurship
CO4	Organize the Personality developmentprograms
CO5	Extension as a subject provides students with the learning experiences and professional skills for working in the Development sector for research, policy, advocacy and programs

Course Content

Section - A

Entrepreneurship Development

Entrepreneurship-a) Definition and Concept of entrepreneurship b) Need of entrepreneurship,c) Types of entrepreneurship,d) Characteristics of entrepreneur

Project Proposal - a) Meaning & Concept of Project b) Guidelines for Project proposal c) Importance of Project proposal d) Content of Project report

Section B

Women Entrepreneurship- a) Concept & Characteristics of Women entrepreneurship b) Qualities of Women entrepreneur c) Problems & Remedies for Women entrepreneurship d) Policies for Women entrepreneurship- Central & State level

Home Science Education and Entrepreneurship- a) Scope of Home science Education for Entrepreneurship b) Funding agencies - Central, state and others c) Finance Management d) Special funding schemes for women entrepreneurs

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	1
CO2	2	1	3	1	2	1	2	3	1	2	2	1	1
CO3	3	3	2	1	1	3	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	3	3	2	1	3	3	1
CO5	2	1	2	1	1	2	2	3	2	2	2	2	2
CO6	2	2	2	2	3	2	1	2	2	1	1	3	1
Average	2	1.8	2.2	1.4	2	1.8	2	2.8	1.8	1.4	2	2.2	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Home Science-VI (Practical)

Course Code: 1301620

Semester: 6th

Credit-2

**L T P
0 0 4**

Course Outcomes: On completion of this course, the successful students should be able to:

CO	Statement
CO1	Provide the opportunities as a women entrepreneur and training in relevant enterprise
CO2	Assist in prepare projects
CO3	Get hands on experience in Event Management Internships and training
CO4	Arrange employability opportunities for Product Development (Landscape Accessories, Terrariums and Mini Gardens, Recycling waste products, hand made soaps etc.)
CO5	Organise workshops /Exhibitions/Educational Visits/Displays/Theme decorations /Surveys

Course Content

1. Preparation of detail project report on any relevant topic
2. Study visit to any small or large scale relevant industry
3. Interview of successful women entrepreneurs in the relevant field

OR

Preparation of project proposal

4. Training for a week on any relevant small or large scale enterprise

References:

1. Entrepreneurship Development, Taneja and Gupta S.L., New Venture Creation, Galgeha Publication Company, New Delhi.
2. Entrepreneurship Development, Desai V. Himalaya Publication House, Mumbai.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	1	2	-	1	1	2	2	2
CO2	2	2	2	2	2	2	2	1	2	2	2	2	2
CO3	2	2	1	1	-	2	1	1	1	1	2	2	2
CO4	2	1	2	2	1	2	2	2	2	2	2	-	2
CO5	1	2	3	-	1	2	1	1	2	2	2	2	2
Average	1.8	1.6	2	1.6	1.4	1.8	1.6	1.2	1.6	1.6	2	1.8	2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name Fashion Designing-VI

Course Code: 1301621

Semester: 6th

Credit-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design Neckliness, Collars, Sleeves and Yokes
CO2	Apply historic costume knowledge to modern fashion design construction
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Examine relation of colours to Human personality

Course Content

Section-A

1. Design in Fashion
 - (a) Neckliness: Round, U.V. Scoops, Jewel, Glass, Sweet Heart, Boat, Tank top, off oneshoulders.
 - (b) Collars: Peter Pan, Cape, Chinese, Tennis, Chelsca, Bishop, Sailors, Rippled.
 - (c) Sleeves: Plain, Puffed, Leg 0 mutton, Flare, Raglon, Kimono, Ruffle, Tulip, Hanky.
 - (d) (a)Yokes: Round, Straight, square, Triangle, Saddle, Pointed, Asymetrical, U.

Skirts : Novelty gathered, Two tied, A line, Gored,Pegged,Hiprider, Full circular, Tulip,Wrap around, Accordianpleated, Handker Chief, Divided, Shirred.

Section-B

2. Basic Terminology: Layout, Ann hole, Placket, Bias band, Slit, Facing,Alteration, Fork, Fly, Scallop, Scam allowance, Dummy, Wrap, West,Gusset.
3. Disposal of fullness in agarment.

Section-C

4. (A)Colour Scheme&ColourWheel:
B) Depicting Texture & Patterns in FashionDrawing.



- a. Lace
 - b. Velvet
 - c. Satin
 - d. Knits
5. Relation of colours to Human personality
- (i) Importance of Colour
 - (ii) Consideration to choose the proper dress for different occasions climatic conditions, Seasons, Vocations etc.

Section-D

6. Ancient Indian Costume: Gupta Period:

Textiles, Dyes, Styles & Jewellery of Military & Religious persons costume. Kushan Period:

Textiles, Dyes, Styles & Jewellery of Military & Religious persons costume. Mouryan & Sunga Period:

Textiles, Dyes, Styles & Jewellery of Military & Religious persons costume. Satavahana Period:

Textiles, Dyes, Styles & Jewellery of Military & Religious persons costume.

SUGGESTED READING

- Sinclair, R. (Ed.). (2014). *Textiles and fashion: materials, design and technology*. Elsevier.
- Udale, J. (2008). *Basics Fashion Design 02: Textiles and Fashion* (Vol. 2). Ava Publishing.
- Wu, S., & Devendorf, L. (2020, April). Unfabricate: Designing Smart Textiles for Disassembly. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (pp. 1-14).

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	2
CO2	2	1	3	-	2	1	2	3	1	2	2	1	1
CO3	3	3	2	1	1	3	2	3	2	1	2	2	2
CO4	1	2	2	2	3	1	3	3	2	-	3	3	-
CO5	2	-	2	1	1	2	2	3	2	2	2	2	1
Average	2	1.8	2	1.4	1.6	1.8	2	2.6	1.8	1.6	2.2	2.2	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Fashion Designing-VI (practical)

Course Code: 1301622

Semester: 6th

Credit-2

L T P

0 0 4

Course Outcomes: On successful completion of the course, the students should be able to:

CO	Statement
CO1	Get knowledge of designing & sketching
CO2	Apply historic costume knowledge to modern fashion design construction
CO3	Analyze and use color units effectively in their design process
CO4	Identify, analyze, and apply trends in the textile industry
CO5	Construct gathered and party wear frock, nighty & gown, Night suit, Any DesignerSuit.

Course Content

1. Designing & Sketching.
 - (a) Eveninggowns
 - (b) Beachwear
2. Samples of Tie & Dye & BlockPrinting.
3. Designing & Construction of gathered and party wear frock, nighty & gown, Night suit, Any DesignerSuit.

The mapping of PO/PSO/CO attainment is as follows

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	2	1	1	2	2	2	3	2
CO2	2	1	3	1	2	1	2	3	1	2	2	1	1
CO3	3	3	2	1	1	3	2	3	2	1	2	2	1
CO4	1	2	2	2	3	1	3	3	2	1	3	3	1
CO5	2	1	2	1	1	2	2	3	2	2	2	2	2
Average	2	1.8	2	1.4	1.6	1.8	2	2.6	1.8	1.6	2.2	2.2	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation



Course Name Religious Studies-VI

Course Code: 1301623

Semester: 6th

Credit:-5

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Learn the sikh scripture opens with Ik Onkar, its Mul Mantar and fundamental prayer about One Supreme Being (God).
CO2	emphasizes on simran (meditation on the words of the Guru Granth Sahib), that can be expressed musically through kirtan or internally through Nam Japo (repeat God's name) as a means to feel God's presence .
CO3	Teach followers to transform the "Five Thieves" (lust, rage, greed, attachment, and ego).
CO4	Analyse secular life as considered to be intertwined with the spiritual life.
CO5	Examine Guru Nanak's teachings
CO6	Get knowledge of Guru Hargobind, the sixth Sikh Guru, who established the political/temporal (Miri) and spiritual (Piri) realms to be mutually coexistent.

Course Content

Section- A

ਸਿੱਖ ਧਰਮ ਗ੍ਰੰਥ, ਗੁਰਬਾਣੀ, ਸਿਧਾਂਤ ਅਤੇ ਸੰਸਥਾਵਾਂ ਸਿੱਖ ਧਰਮ ਦੇ ਮੁੱਢਲੇ ਸ੍ਰੋਤ

1. ਸ੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ:-ਸੰਕਲਨ ਅਤੇ ਸੰਪਾਦਨ
2. ਦਸਮ ਗ੍ਰੰਥ:- ਸੰਖੇਪ ਜਾਣਕਾਰੀ,ਬਾਣੀ ਪਰਿਚਯ
3. ਵਾਰਾਂ ਭਾਈ ਗੁਰਦਾਸ ਜੀ :- ਸੰਖੇਪ ਜਾਣਕਾਰੀ, ਵਿਸ਼ਾ-ਵਸਤੂ,ਅਧਿਆਤਮਕ ਵਿਚਾਰਧਾਰਾ।

Section- B

ਪ੍ਰਮੁੱਖ ਬਾਣੀਆਂ

4. ਆਸਾ ਦੀ ਵਾਰ:- ਜਾਣ-ਪਛਾਣ, ਵਿਸ਼ਾ-ਵਸਤੂ, ਸਿਧਾਂਤਕਪੱਖ,ਸਮਕਾਲੀਸਮਾਜ।
5. ਬਾਰਾਂ ਮਾਂਹ ਮਾਂਝ:- ਜਾਣ-ਪਛਾਣ, ਅਧਿਆਤਮਕਵਿਚਾਰਧਾਰਾ, ਬਿਰਹਾ ਵਰਨਣ, ਦਾਰਸ਼ਨਿਕਪੱਖ।
6. ਸੁਖਮਨੀ:- ਜਾਣ-ਪਛਾਣ, ਵਿਚਾਰਧਾਰਾ,ਨੈਤਿਕਪੱਖ, ਸੁੱਖਦਾਸੰਕਲਪ, ਬ੍ਰਹਮ- ਗਿਆਨੀਦਾਸੰਕਲਪ।

Section- C

ਸਿੱਖ ਸਿਧਾਂਤ

7. ਅਕਾਲ ਪੁਰਖ:- ਹੋਂਦ ਤੇ ਹਸਤੀ, ਸਿਧਾਂਤਕ ਪੱਖ,ਅਕਾਲ ਪੁਰਖ ਦਾ ਸਰੂਪ

8. ਸ਼੍ਰੀਸ਼ਟੀ ਰਚਨਾ:- ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ, ਸਿਧਾਂਤਕ ਪੱਖ, ਮਾਇਆ ਤੇ ਸ਼੍ਰੀਸ਼ਟੀ।
9. ਮੌਤ ਤੇ ਸ਼ਹੀਦੀ:- ਸਿਧਾਂਤਕ ਵਿਸ਼ਲੇਸ਼ਣ

D

ਸਿੱਖ ਸੰਸਥਾਵਾਂ

10. ਖਾਲਸਾ, ਖਾਲਸਾ ਦੀ ਸਿਰਜਨਾ, ਇਤਿਹਾਸਿਕ ਨਜ਼ਰੀਆ।
11. ਅਕਾਲ ਤਖਤ, ਇਤਿਹਾਸਿਕ ਮਹੱਤਵ।
12. ਸਰਬਤ ਖਾਲਸਾ:- ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ, ਗੁਰਮਤਾ, ਸਮਾਜਿਕ ਤੇ ਰਾਜਨੀਤਿਕ ਪੱਖ, ਅਕਾਲ ਤਖਤ ਤੇ ਸਰਬਤ ਖਾਲਸਾ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-

1. ਸ਼੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿਲੱਖਣ ਤੱਤ, (ਡਾ. ਵਜੀਰਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
2. ਸ਼੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਜੀ ਦੀ ਸੰਪਾਦਨ ਕਲਾ:- ਡਾ. ਮਹਿੰਦਰ ਕੌਰ ਗਿੱਲ।
3. ਆਸਾ ਦੀ ਵਾਰ ਦਾ ਟੀਕਾ ਸੰਪਾਦਕ:- ਡਾ. ਰਤਨਸਿੰਘ ਜੱਗੀ, ਅਰਜੀਪਬਲਿਸ਼ਰਜ, ਦਿੱਲੀ।
4. ਸੁਖਮਨੀ ਸਾਹਿਬ ਦਾ ਦਾਰਸ਼ਨਿਕ ਆਧਾਰ:- ਡਾ. ਜੋਗਿੰਦਰ ਸਿੰਘ।
5. ਗੁਰਮਤਿ ਵਿਚਾਰਧਾਰਾ:- ਪ੍ਰੀਤਮ ਸਿੰਘ, ਸ਼ਾਘਫਫ, ਸ਼੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ਸਾਹਿਬ।

ਬਾਰਾਂ ਮਾਂਹ ਸਟੀਕ:- ਸ਼ਾਘਫਫ, ਸ਼੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ਸਾਹਿਬ **The mapping of PO/PSO/CO attainment is as follows**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	2	2	1	2	1	1	1	2	2	2
CO2	1	1	1	1	2	2	2	2	1	2	2	1	1
CO3	1	1	1	1	1	2	1	2	2	1	2	2	2
CO4	-	1	1	2	-	2	2	1	2	2	2	-	1
CO5	2	-	2	1	1	-	1	1	2	2	2	1	2
CO6	1	2	1	-	1	2	1	2	-	1	2	2	1
Average	1.2	1.4	1.3	1.4	1.4	1.8	1.5	1.5	1.6	1.5	2.0	1.6	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation



Course Name: School Internship Programme

Course Code: 402301

Semester: 7th

L T P

Credits: 12

0 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop conceptual understanding about teaching and learning inschool environment and Understand the learner, learning behavior and learning situations
CO2	Develop professional skills among learners
CO3	Validate the theoretical understanding developed through various foundation and pedagogical courses and school environment.
CO4	Sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators
CO5	Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
CO6	Expend the teachers practical skills in the process of teaching and learning and arrange the resources to create conducive learning
CO7	Formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

Course Content

Internship will be conducted in 3 phases:

- a) **Pre-Internship- for 1 month** (further divided into 2 parts i.e. 2 weeks in semester 1(25 marks) and 2 weeks in semester 2 (25marks))

- b) **School Internship – for 15 weeks** (total 250 marks)which includes core area to be assessed by concerned school out of 50 marks, 200 marks of teaching



practice will be further divided into 2 pedagogical subjects i.e. 100 each.(50 external + 50 internal in each subject).

c) Post internship- for 1 week

Final examination in practice teaching (in actual school setting by external and internal examiners). *The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as co-ordinator for the exams.*

COURSE DETAILS

- a) Pre-Internship-** for 1 month (further divided into 2 parts i.e. 2 weeks in semester 1 (25 marks) and 2 weeks in semester 2 (25marks).
- I. Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to PSEB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.
 - II. Peer group discussion.
 - III. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
 - IV. Sample demonstration/viewing different classroom situation.
 - V. Visit to innovative centres of pedagogy and learning, educational resource centres
 - VI. Input from teacher educators
 - VII. Context analysis and reflection.
- b) Internship – for 15 weeks**
Total =250 marks, which includes core area to be assessed by concerned school out of 50 marks, 200 marks will be further divided into 2 pedagogical subjects i.e. 100 each.--- 50 external + 50 internal in each subject)
- I. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
 - II. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
 - III. Reflective journals and reports to be maintained during the internship period (a minimum of 80 classes)
- c) Post internship- for 1 week**

It involves the following activities



- I. Writing reflective journals or reports on the whole school internship programme of 20 weeks
- II. Extended discussion among the student-teachers.
- III. Presentation by student-teachers on different aspects of the teaching experiences after the internship.

d) Final examination in practice teaching (in actual school setting by external and internal examiners). *Note:- The examination will be conducted in flexible manner in the last two weeks of internship jointly by the qualified school staff and teacher educators.*

1. School Internship Programme:

- i. School Observation File:
- ii. Teaching Practice File:
- iii. Actual teaching performance:
- iv. Action research report:
- v. Timetable and attendance record:
- vi. Practicals related to B.Ed. Curriculum.
- vii. Observation of school children in classroom as well as out of classroom, during all school activities:
- viii. Report on Morning assembly and Co-curricular activities
- ix. Reflections on School Internship programme:
- x. Workshop on teaching learning material.
- xi. Development of audio visual aids.
- xii. Use of school library and conducting lab work.
- xiii. Observing important occasions and celebrating important national days with school children.
- xiv. To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- xv. Learning to maintain school records and registers.
- xvi. To gain total experience as a teacher in the school.

(B) School Internship Programme (Practice Phase)

Duration: 15 Weeks

Teaching practice:

The school teaching practice period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.

1. Initiatory School Experiences:

During first week at practice teaching school, Pupil teachers will perform following activities:

1. Observation of lessons of school teachers in concerned teaching subjects.
2. School curriculum-subject-wise

2. Teaching Practice activities:

Preparation of School Observation file:

- i) Philosophy of the school



- ii) Vision/ aims/Objectives of the school.
- iii) Organization and management,
- iv) Fee and funds, staff salary scales/grades+ allowances, leave rules, Service rules, joining reports, relieving slip etc.
- v) School Plant- detailed account of Infrastructural, Instructional and Human resources.
- vi) SWOC analysis of the school.

3. Details of Teaching Practicefile:

(i) 80 lesson plans (Spread over 15 weeks), in elementary (upper Primary) level classes / & secondary classes in each subject during internship performance. Discussion lessons in each teaching subject will be conducted after every two weeks.

(ii) Distribution of 80 Unit/Lesson plans in each subject will be as under:

1. Detailed Unit/Lesson Plans: 40
2. Diary format Unit/Lesson Plans: 20
3. ICT Based Unit/lesson Plans: 12
4. Test based Unit/lesson plan (by preparing blue print): 4
5. Teaching models based Unit/lesson plans: 4

Total 80+80=160 Unit/lesson Plans in both the pedagogical subjects.

Observation of Peer lessons: 40;

Observation of lessons by school teachers: 20

(C) EVALUATION PROGRAMME: (Post Practice Phase)

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Programme. (50+50=100 marks)
2. External Assessment: Final Skill-in-Teaching Examination in each subject. (50+50=100)

Written unit/lesson plan	10 marks
Presentation /content delivery	20 marks
Teacher Traits & classroom behaviour	10 marks
Teaching aids/models/ICT used	10 marks
Total	50 marks

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	2	-	2	1	1	2	2
CO2	1	2	2	2	1	2	1	2	2	1	2	1	-
CO3	2	2	1	2	2	1	1	2	1	1	2	1	2
CO4	2	1	2	-	2	1	2	1	1	1	-	2	2
CO5	1	2	2	2	1	2	2	2	-	1	1	1	1
CO6	-	1	1	1	1	2	2	1	2	2	2	2	1



CO7	1	2	1	1	2	2	1	1	3	2	1	2	2
Average	1.4	1.7	1.4	1.4	1.6	1.6	1.6	1.4	1.7	1.3	1.4	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Engagement with Community

Course Code: 402302

Semester: 7th

L T P

Credits: 03

0 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Sensitized to various social problems, issues and ideas where they can contribute in a Meaningful way.
CO2	Create an environment to develop work culture based on mutual work through co-operation and team spirit
CO3	Develop a deep faith in dignity of labour that enhance the active involvement in social Activities
CO4	Devise the aesthetic, creative and innovative skills
CO5	Develop the skills for preservance, promotion and transmission of cultural values & heritage.
CO6	Develop an ability to cater to diverse needs of learners in schools

Course Content

Objectives

To enable the student teachers to:

1. Be sensitized to various social problems, issues and ideas where they can contribute in a meaningful way.
2. Create an environment of work culture based on mutual work, co-operation and team work.
3. Develop a deep faith in dignity of labour and life of active social involvement.
4. Develop aesthetic, creative and innovative abilities.
5. Work for the preservance, promotion and spread of cultural values & cultural heritage.

(A) Syllabus

Cleanliness and beautification of surroundings; Participation in NSS/NCC Activities of Working in social service centres like old age home, hospitals, institutions for blind, orphan houses, any other social service centre of NGO's / GO's; Helping the needy-



Donating Blood/Organ Donation Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps; Tree plantation or growing of ornamental plants; Identification of needy women and providing help; coaching to needy students; guidance and counseling to older people and needy children

Project report-

The students will maintain a project report on activities performed during community service.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	-	3	2	1	2	2	1	2
CO2	-	2	1	2	2	1	1	1	2	1	1	1	2
CO3	2	2	1	2	1	2	2	1	1	-	1	1	-
CO4	2	2	-	1	2	1	1	2	2	1	2	1	2
CO5	1	2	2	2	2	1	1	2	1	2	1	2	2
CO6	2	3	1	2	1	2	2	1	2	2	-	2	1
Average	1.7	2.0	1.3	1.7	1.7	1.3	1.7	1.5	1.5	1.5	1.3	1.3	1.7

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Drama and Art in Education

Course Code: 402103

Semester: 8th

L T P

Credits: 05

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate dramatic skills to teach various concepts
CO2	Get an employment opportunity as an artist
CO3	Develop personal and professional skills as an art teacher
CO4	Understand the applications of visual, Performing and literary art
CO5	Teach learner effectively and creatively through artistic skills

Course Content



Section-A

1. Art Education: Meaning, Scope.
2. Meaning and concept of arts and its significance at secondary level for schooleducation
3. Difference between Arts in education and Education in arts

Section-B

1. Color: Types, Color Schemes and Effects
2. Indian Rasa Theories (Bharat Muni's Natya Shastra).
3. Role of Art (Visual arts, Literary Arts and performing Arts),

Section-C

1. Music and Drama in Teaching and Learning-need, importance,
2. Various forms of Music: Gayan, Vadan and Nartan.
3. The impact of Music on Human behavior.
4. Meaning and types of gestures, Postures and Facial Expression.

Section-D

1. Theatre: Introduction, Importance and role of Drama in general and in education
2. Forms and Styles: Comedy and Tragedy.
3. Components of Theatre: Role play, Space, Time, Audience and Performance.
4. Identification of different performing arts forms and artist – dance music and musical instrument, theatre, puppetry etc

Sessional work: (Do any ten out of the following)

- a. Different types of line and shape, Color – Types, Color schemes.
- b. Theme based composition with action - drawing figures i.e. any kind of scene, story etc.
- c. Alphabet - drawing of 2 languages: English, Punjabi/Hindi.
- d. Writing and Sketching on Chalk Board.
- e. Preparation of 2 Teaching Aids: Chart, Flash Card, Transparencies, Folders and Model etc.
- f. Design: Floral and Geometrical (Rangoli).
- g. Collage, Cutting and Pasting, Preparation of an Advertisement.
- h. Black Board Plan sheets of teaching Course.
- i. Acting exercise for body and movements, voice and speech.
- j. Activity expressing the NavRasa.
- k. Stage Setting, Make – up of theatre items.
- l. Participation in any Musical/theatrical/heritage item is compulsory during session.
- m. Demonstration of any 4 folk dances of India with costumes and instrument.
- n. Demonstration of any four folksongs.
- o. To prepare project work of any five Indian festivals and its artistic significance.

SUGGESTED READINGS



Gupta S.P., (2002). *Elements of Indian Art*. Inderaprastha Museum of art and Archaeology, New Delhi.

Ray Niharranjan, (1984). *An Approach to Indian Art*. Publication Bureau.

Roy C. Craven, (1995). *Indian Art A Concise History*. Thames and Hudson Ltd, London.

Sharma L. C., (2002). *A Brief history of Indian Painting*. Goel Publishing House, Meerut.

NCERT (2006). Position paper: National focus group on Arts, Music, Dance and theatre. new delhi: NCERT

Awasthi, S.S. (1964). *A Critique of Hindustan Music and Music Education*. Jalandhar

Bhatkhande, V. M.(1987). *KRAMIK* , PustakMahika , Laxmi Narayan Garg, Hathras.

Bhatnagar, S. (1988). *Teaching of Music*. Monika Parkashan, Shimla.-

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO 2	PSO 3
CO1	3	2	1	2	1	1	2	3	3	2	3	2	-
CO2	-	2	1	2	1	2	-	1	2	2	2	-	1
CO3	2	2	-	1	2	2	3	3	1	2	2	1	2
CO4	1	1	2	-	2	2	2	3	3	1	2	2	2
CO5	1	2	2	2	3	-	2	1	2	1	3	3	3
Average	1.6	1.8	1.4	1.6	1.8	1.6	2	2.2	2.2	1.6	2.4	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Sociological Perspective in Education

Course Code: 402203

Semester: 8th

Credits: 05

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understanding the sociological perspectives in Education.
CO2	Inculcate human values among learners.
CO3	Develop the cultural values.
CO4	Develop the respective attitude toward constitution
CO5	understand sociological theories in teaching profession

Course Content



Section – A

1. Education and Socialization: Formal agencies of socialization; Sociology of Education: Nature, Scope and Approaches;
2. Culture: Meaning and characteristics, cultural pluralism, cultural conflict, cultural lag, acculturation and enculturation, Indian cultural heritage, role of education in conservation and development of culture; Education for democracy:

Section-B

1. National integration and international understanding, peace;
2. Social Stratification: Caste, class, gender and religion as dimensions of social stratification in Indian society.
3. Sustainable Development: Concept, Meaning, role of education for sustainable development.

Section – C

1. Constitutional aspiration of Indian society: Secularism, socialism, democracy and egalitarianism, meaning, education for secularism, socialism and democracy; role of teacher and the curriculum in the achievement of constitutional goals,

Section-D

1. Education for 21st century, four pillars of education as recommended by UNESCO, Education and development of life skills of Individuals for 21st century.

SUGGESTED READINGS

- Ball, Stephen, J. (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
- Bruner, J.C. (1997). *The Culture and Education*, London: Harvard University Press.
- Friere, P. (1972). *Pedagogy of the Oppressed*. Harmond worth: Penguin.
- Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
- Sen, A. (1999). *Development as Freedom*. Oxford: Clarendon.
- Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	3	1	3	2	2	1	2	-	1
CO2	2	1	3	1	2	1	1	2	1	1	2	1	2
CO3	2	1	-	2	1	2	1	1	2	2	2	1	1
CO4	2	1	2	3	2	1	2	2	-	2	1	2	1
CO5	1	2	1	3	1	1	1	2	2	1	2	2	2



Average	1.8	1.4	2	2.2	1.8	1.2	1.6	1.8	1.6	1.4	1.8	1.4	1.4
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The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Knowledge and Curriculum

Course Code: 402401

Semester: 8th

L T P

Credits: 05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education.
CO2	Understand the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum.
CO3	Analyze the hidden curriculum and various frames of curriculum.
CO4	Analyze the structure of knowledge as reflected in disciplinary streams and Courses
CO5	Develop the skills to construct curriculum

Course content

Section-A

1. Knowledge –Concept, nature and sources of Knowledge, Role of Teacher and Student in Construction of Knowledge.
2. Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
3. Facets of Knowledge: What are the different facets of knowledge and relationship, such as: local and universal?, concrete and abstract?, theoretical and practical?, contextual and textual?, school and out of school?
4. Concept of Modernization, Multiculturalism and Democratic Education.

Section-B

1. Education for nationalism, universalism and secularism
2. Autonomy of teachers and learners – concept and barriers.



3. Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.
4. National values as enshrined in the constitution of India

Section-C

5. Curriculum – meaning, objectives and components.
6. Determinants of Curriculum-Philosophical, sociological, psychological and ideological.
7. Relevance of curriculum, principles of curriculum construction. Meaning and concerns of 'Hidden Curriculum'
8. Curriculum visualized at different levels – National level, State level, School level and Classroom level.

Section-D

4. Approaches to curriculum development – subject centered, learner centered and community centered.
5. Operationalizing Curriculum into learning situations, teachers' role in generating dynamic curriculum experiences through- flexible interpretation of curricular aims, contextualization of learning and varied learning experiences.
6. Relationship between power, Ideology and the curriculum.

SESSIONAL WORK

Critical analysis of any one of the following:

- a) National Curriculum Framework for School Education (NCFSE-2005).
- b) National Curriculum Framework for Teacher Education (NCFTE-2009).

Educational thoughts of any two of the following selecting at least one each from a and b

- a) Rabinder Nath Tagore, M.K. Gandhi ji, J. Krishnamurty.
- b) John Dewey, Paulo Freire.

SUGGESTED READINGS:

- Butchvarov, P. (1970). *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.
- Dearden, R.F. (1984). *Theory and Practice in Education*, Routledge K Kegan & Paul.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the cultural studies*. Routledge Pub.
- Rani, S., & Siddiqui, M. A. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*. Journal of Education and Practice, 6(28), 91-96..
- National Council of Educational Research, & Training (India). (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). National curriculum framework for teacher education, 2009: A review of its perspectives



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	2	1	2	1	2	1	2	-	2	1	2
CO2	1	1	2	-	1	3	2	1	1	2	1	1	1
CO3	2	-	2	1	2	2	1	2	2	2	2	-	2
CO4	1	2	2	3	2	-	1	1	2	1	1	2	2
CO5	2	2	1	3	1	2	1	1	2	-	2	2	-
Average	1.6	1.6	1.8	1.8	1.6	1.8	1.4	1.2	1.8	1.4	1.6	1.4	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Gender, School and Society

Course Code: 402402

Semester: 8th

L T P

Credits: 03

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the basic understanding of gender issues and studies.
CO2	Develop the problem solving ability and understanding to various physical and mental abuses in school and society
CO1	Discuss the strategies and skills to remove gender inequality in school and society.
CO4	Understand Role of education in gender sensitization
CO5	Develop the potential for perspective building located in the Indian socio-cultural context.

**Course Content
Section-A**

1. Conceptual foundations : Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
2. Gender issues in contemporary India – Nature, constitutional provisions and policies.



Section-B

1. Gender bias in Schooling and in text books, curricular choices and the hiddencurriculum (teacher attitudes, classroom interaction and peer culture)
2. Role of education in gender sensitization – Identifying education as a catalyst agentfor generequality.

Section-C

1. Linkages and differences between reproductive rights and sexual rights, Redressal of sexual harassment and abuse.
2. Perspective of society towards gender inequality – Nature, causes andRemedies.

Section-D

1. Awareness towards gender issues – family and society as anagent.
2. Role of media (print and electronic) in social construction ofgender.

SESSIONAL WORK

Any one from the following:

- 1) Case study of interactions in school education; reflections from the field and strategies for change.
- 2) Preparing analytical report on gender issues in print and electronicmedia.
- 3) Debate on how the teacher trainees perceive role model in their ownlives.

SUGGESTED READINGS:

Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.

UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.

UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.

Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17- B, Sri AurobondoMarg, New Dehli – 110016

NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education*. National Focus Group, Position Paper New Delhi, NCERT.



Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors*. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.

United Nations Girls' Education Initiative (UNGEI), New York, (2012). *Gender Analysis in Education: A Conceptual Overview*. Available at <http://www.ungei.org>

Manjrekar, N. (2003). Contemporary Challenges to Women's Education: Towards an Elusive Goal? *Economic and Political Weekly*, 4577-4582.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	2	1	1	2	1	1	2	1	2	2	2
CO2	2	1	2	3	1	1	2	-	1	2	1	2	1
CO3	2	-	1	1	2	2	2	2	2	2	2	-	2
CO4	2	1	2	2	2	1	2	1	2	1	1	1	2
CO5	1	2	1	2	2	1	2	2	1	2	1	2	1
Average	1.6	1.6	1.6	1.8	1.6	1.4	1.8	1.4	1.6	1.6	1.4	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Vocational and Work Education

Course Code: 402403

Semester: 8th

L T P

Credits:03

3 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Discuss the productive activity in the community
CO2	Elaborate the process of planning & productive work
CO3	Enhance skills for greater productive efficacy as well as Devise innovative methods and materials
CO4	Develop a broad repertoire of perspectives, professional capacities, teacherdispositions, sensibilities and skills.
CO5	Develop an understanding about the policies and programs developed bygovernment for employment opportunities

Course Content

Section-A



1. Vocational Education and Vocationalization of Education-Concept, Objectives and Scope; Work ethics
2. Vocationalization of Education/Vocational Education in Basic Education Scheme (1937),(Secondary Education Commission(1952), Education Commission (1964-66),

Section-B

1. National Policy of Education (1986),
2. National Knowledge Commission (2005),
3. National Curriculum Framework (2005).

SECTION-C

1. National Skill Development Mission of India
2. Skill Development viz-a-viz Employability, Employment and Entrepreneurship.
3. Vocational Education and National Development: Social and Economic

Section-D

1. Evaluation of Vocational Education at Secondary stage.
2. National Skill Qualification Framework (NSQF): Objectives, standards, curriculum at different levels.

Sessional Work

1. Participation and reporting in Community Service/ NSS Camp, Literacy Campaign and Plantation Drive.
Visit to any Entrepreneur activity: – self-help group/agriculture or allied activity etc. Or Survey of local population w.r.t. availability of various vocations/ career options in the area

SUGGESTED READINGS:

- World Bank (2007).*Skill Development in India: Vocational education and training.* Washington, DC.
- Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD Punjab School Education Board (2005). Syllabi of vocational stream, Mohali: PSEB.
- Ghosh, S.C. (2009). *The History of Education in Modern India.* New Delhi: Blacksawm.
- NCERT. (2005). *National Curriculum Framework.* NCERT.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	2	2	1	2	1	2	2	2
CO2	-	2	1	3	1	1	1	2	1	2	1	2	-
CO3	2	1	2	1	3	1	2	1	2	2	-	2	2
CO4	2	2	1	1	2	-	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	1	3	1	2	1	1
Average	1.6	1.6	1.8	1.8	2	1.2	1.6	1.4	2	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation



and “-” indicates there is no correlation.

Course Name: Creating Inclusive Schools

Course Code: 402404

Semester: 8th

Credits:03

L TP

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand concept, meaning and significance of inclusive education
CO2	Appreciate the need for promoting inclusive practice and roles and responsibilities of the teachers, parents, peers and community.
CO3	Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
CO4	Understand the nature and needs of CWDN.
CO5	Identify and utilize existing resources to promote inclusive practice.
CO6	Organize IEP's i.e individualized educational programs.

Course Content

Section-A

Introduction to Inclusive Education

1. Concept, importance and barriers of inclusive education.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Children with special needs- Concept, classification and difference between impairment, disability and handicap

Section-B

Legislative Frameworks and Programmes

1. National Policy on education 1986, 1992 regarding special Education



2. Rehabilitation Council of India Act (1992)
3. Persons with Disabilities Act (1995)
4. National Policy of Disabilities (2006),
- 5.

Section-C

Nature and needs of Children with Diverse Needs (CWDN)

1. Learning disability -Concept, causes, screening & Classroom management strategies.
2. Mental Retardation -Concept, causes, screening & Classroom management strategies
3. Visual Impairment and Hearing Impairment -Concept, causes, screening & Classroom management strategies
4. Locomotor Impairment & - Concept, causes, screening & Classroom management strategies

Section-D

Teacher Preparation and Inclusive Education

1. Individualized Education Programme for CWDN
2. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children.
3. Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.
4. Role of technology for inclusive education

Suggested Activities

- Preparation of a status report on education of any category of CWDN.
- Report on a visit to school practicing inclusion and identifying learning disabled students.
- Review of literature regarding disabled children's

SUGGESTED READINGS:

Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2002). *Successful inclusion for educational leaders*. Prentice Hall.

Gartner, A. and Lipsky, D. D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.

Giuliani, G. A. and Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.

Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.

Hegarty, S. and Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers

Karant, P. and Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.

Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.

King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California, Singular Publications.

Lewis, R. B. and Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey, Pearson



Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.

Ryandak, D. L. and Alper, S. (1996). *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon

Sedlak, R. A. and Schloss, P.C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon

Stow L. and Selfe, L. (1989). *Understanding Children with Special Needs*. London Unwin Hyman.

Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall. Inc.

Vlachou D. A. (1997). *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, OpenUnive

Westwood P. (2006). *Commonsense Methods for Children with Special Educational Needs-*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	2	2	1	2	-	2	2	2
CO2	1	2	1	1	-	1	1	2	2	2	1	2	1
CO3	2	1	1	-	1	1	2	1	2	2	2	1	1
CO4	1	2	-	1	2	1	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	-	3	1	2	1	1
Average	1.4	1.6	1.2	1.4	1.6	1.2	1.6	1.4	2.2	1.6	1.8	1.4	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Reading and Reflecting on Texts

Course Code: 402405

Semester: 8th

L T P

Credits: 03

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding about the ways of reading different texts.
CO2	Read and reflect on variety of texts in different ways.
CO3	Read available texts and literature critically in the chosen area.
CO4	Analyse advertisements on the basis of language
CO5	Develop reading skills after understanding reading techniques



Course Content

Section-A

1. Reading: Concept, Purpose and process
2. Types of Reading, Informative Reading, Critical Reading & Creative Reading.
3. Importance of Teaching Reading.

Section-B

1. Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies
2. Tests of reading comprehension.

Section-C

1. Test of rates of reading - Time limit methods & amount limit method.
2. Analysis of advertisement on the basis of language.

Section-D

1. Building the reading habits
2. Analysis of 2 passages from Science, Social Sciences & Mathematics textbooks of classes VI to X.

SESSIONAL WORK

- a. Reflection & Analysis of any one Educational Policy like Kothari commission, NPE 1986, POA – 1992, RTE Act. (Preparation of Report)
- b. Analysis of newspaper article/editorials/critiques.

SUGGESTED READINGS:

Alan Robinson H. (Ed.) (1964). *Meeting Individual Difference in Reading*, The University of Chicago Press Chicago,

Blanton, W.E. Fae (Ed) (1976). *Measuring reading performance* International Reading Association, New York,

Dechant, E.V. (1964). *Improving the Teaching of Reading*, Prentice Hall Englewood Cliff's, Inc. 1964.

EK Wall E.E., (1971). *Diagnosis and Remediation of the disabled Readers*, Allyn and Bacon, Boston.

Gupta. P.K, Gandhi, A.K, Bhatnagar, S.S. (2015) *Text reading and Reflection*. R. Lall publishers

Pandey, R. (2016) *Reading and Reflective on Text*. Rakhi Prakshan

Srivastva, D.S (2016). *Reading and Reflecting on Text*. Shri Vinod Pustak Mandri Agra

Sandhu, T.S, Brar, A.S, Watts, A., Kaur, P.Garg, B. Kaur, A, Kaur, M (2017). *Reading and Reflective on Text*. Rigi Publication, Khana, Pb.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO4	PO	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	2	2	2	1	-	1	2	-
CO2	2	-	1	2	3	1	2	2	2	2	2	1	2
CO3	1	2	3	1	2	2	1	1	2	1	1	2	2
CO4	2	1	2	2	2	-	2	3	2	2	2	2	2
CO5	3	2	1	2	3	2	1	1	1	2	2	-	1
Average	2	1.4	1.8	1.6	2.4	1.6	1.6	1.8	1.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Guidance and Counseling

Course Code: 402407

Semester: 8th

L T P

Credits: 05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the meaning, aims, objectives, and principles of guidance and counselling.
CO2	Use the upcoming trends of guidance and counselling to help learners in different Aspects.
CO3	Understand the difference between guidance and counselling.
CO4	Learn the importance of guidance and counselling cell and organize guidance and Counselling cell in the institute.
CO5	Acquire the skills to provide guidance and counselling in school

Course Content



Section-A

1. Meaning, need, principles, aims and objectives and scope of Guidance.
2. Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques.
3. News trends and demands in the field of Guidance.

Section-B

1. Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
2. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

Section-C

1. Role of Counsellor, Guidance worker and teachers in guidance.
2. Difference between Guidance & Counselling.
3. Major areas and Barriers in understanding process, common problems of students at secondary level.

Section-D

1. Techniques of understanding an individual
 - i) Quantitative techniques:
(Intelligence, Interest, Aptitude and Achievement tests)
 - ii) Qualitative techniques
(Cumulative Record Cards / Rating Scales/Sociometry)
2. Job Analysis- Meaning, functions and methods.

SUGGESTIVE PRACTICAL (ANY ONE)

- a) Case study – highlighting the different life stages and factors affecting the career patterns.
- b) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
- c) Draw a plan for the assessment of ability, aptitude, interest or personality of one student.

SUGGESTED READINGS:

Bhatia, K.K. (2002). *Principles of Guidance and counseling*. Ludhiana: Kalyani Publishers.

Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling*, Vol-1&2: A practical approach, New Delhi: Vikas Publishers.

Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi: Pearson Education.



Jones, R.N. (2000). *Introduction to Counselingskills:TextandActivities*. New Delhi, Sage Publications.

Rathus, S. A. and Nevied, J. S. (1980). *Adjustment andGrowth:The challenges of life*. New York: Rinehart and Winston.

Robinson (2005). *Principlesand Proceduresin Student Counselling*. New York: Harper Row.

Safaya, B.N. (2002). *Guidance Counseling*. Chandigarh: Abhishek Publications.

Sharma, R.A. (2008). *Fundamentals of Guidanceand Counseling*. Meerut: R. Lall Book Depot.

Sharma, Tara Chand (2002). *ModernMethodsofGuidanceandCounseling*. New Delhi: Sarup and Sons.

Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling*. London: Houghton Missli.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	3	1	2	1	2	2	2	2	2	2
CO2	3	2	1	1	1	2	1	1	-	2	1	2	2
CO3	2	-	1	3	1	2	2	2	1	2	2	2	2
CO4	2	2	1	2	2	-	2	3	2	2	1	1	1
CO5	2	1	2	1	1	2	1	1	2	2	-	2	2
Average	2.2	1.4	1.4	2	1.2	1.8	1.4	1.8	1.6	2	1.4	1.8	1.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Environmental Education (Elective Course)

Course Code: 402408

Semester: 8th

L T P

Credits: 05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Engage with problems of environmental education by using the theoretical approaches.
CO2	Provide knowledge to the student -teachers about pollution and its control.
CO3	Acquaint the student teachers with the initiatives of government and local body’s in environment conservation.
CO4	Acquaint the student teachers with the concept of environment and ecology.



CO5	Create awareness, knowledge, attitude, skill and capacity building for protecting environment.
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Course Content

Section-A

1. Introduction to Environment and Ecology: Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
2. Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

Section-B

1. Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
2. Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management.

Section-C

1. Developmental projects including govt initiatives and their impact on bio-diversity conservation.
2. Wildlife Conservation especially Endangered Species.

Section-D

1. Programs of environmental education for secondary schools.
2. Role of media and ecotourism in creating environmental awareness.
3. Role of local bodies in environmental management, Swachh Bharat Abhyaan

PRACTICAL WORK:

Carrying out any one Environmental Awareness Activity of the following:

1. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
2. Carrying out a Project on Environment and preparing its detailed report.



SUGGESTED READINGS:

Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.

Jadhav, P. (2008). *Environmental status in india*. Rajat Publications.

Kohli, V.K.andKohli, Vikas(1995).*EnvironmentalPollutionandManagement*. Ambala: Vivek Publishers.

Trivedi, P.R. (2000).*EncyclopediaofEnvironmentalPollutionPlanningandConservation*. I-VI, New Delhi: A.P.H. Co.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	1	1	2	1	1	2	2	-	1	2
CO2	1	2	-	1	2	2	-	2	1	2	1	1	2
CO3	2	1	2	2	1	2	1	1	1	1	1	1	2
CO4	2	2	1	1	2	1	2	2	2	2	1	-	1
CO5	1	1	2	1	2	1	2	1	1	2	1	1	-
Average	1.4	1.6	1.6	1.2	1.6	1.6	1.4	1.4	1.4	1.8	1	1	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Health and Physical Education (Elective Course)

Course Code: 402409

Semester: 8th

L T P

Credits: 05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Enhance the knowledge and understanding of mental and physical health as well as fitness.
CO2	Create awareness on different aspects of health and fitness.
CO3	Develop understanding about the nature of injuries and to take care during emergencies and provide first aid
CO4	Acquire knowledge of common communicable diseases.
CO5	Understand the diet modification in the treatment of under weight and obesity.

Course Content



Section-A

1. Physical Education: concept, aim and objectives, Modern concept of Physical Education, Need and importance of Physical Education.
2. Health Education: Concept and objectives of Health Education, Importance and Principles of Health Education,
3. School health Programme: Health services, Health supervision and instructions.

Section-B

4. Contemporary Health problems: Drug Abuses, Alcoholism, smoking-tobacco, obesity, stresses.
5. Nutrition: Element of balanced diet, food habits, Malnutrition.

Section-C

6. First Aid: Concept and importance of first Aid. First Aid Kit,
7. Posture: Meaning, Importance of Good posture, Causes of Poor Posture, Common Postural Deformities, preventive measures and remedial Exercises.

Section-D

8. Yoga: modern concept, need, importance and principles.
9. Recreation: concept, importance of recreation programme in school curriculum.
10. Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, Chickenpox, Typhoid.

Practical work: any one

- Write a project report on BMI of students.
- To give practical knowledge of first aid (snake bites, dog bites, sprain, abrasion, fractures, dislocation, drawing)
- Case Study/ Report on Yoga Asan.

SUGGESTED READINGS:

- Dhanajoy, S., and Seema, K. (2007). *Lesson planning: Teaching methods and class management in physical education*. New Delhi: Khal Sahitya Kendra.
- Nash T.N. (2006). *Health and physical education*. Hyderabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). *Method of teaching physical education*. New Delhi: Discovery Publishing house.
- Sachdeva, M. S. (2006). *School organisation, administration and management*. Ludhiana: Dandon Publication.
- Chandra, S., Sothi, and Krishnan. P. (2005). *Health education and physical education*. Delhi: Surject Publications.
- Mangal, S. K. (2005). *Health and physical education*. Ludhiana: Tandon Publication book market.



Hedge, (1997). *How to maintain good health*. New Delhi: UBPSD Publishers.

Kanele., B. S., and Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyana Publishers.

Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.

Dambrosa, D., and Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.

Charles, B. A. (1992). *Foundation of physical education and sport*. New Delhi: B1 Publication.

Eriksson, O. B. (1990). *Sports medicine, health and medication*. Enfield: Guninness Publishing Road.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	2	3	1	2	1	1	-	2	2	1	2	1
CO2	2	1	2	1	2	2	3	1	2	2	2	1	1
CO3	2	2	-	2	3	1	2	2	2	2	2	2	2
CO4	2	2	3	1	2	2	2	2	2	2	-	2	1
CO5	2	1	2	1	1	2	2	1	2	2	2	1	1
Average	1.8	1.6	2.2	1.2	2	1.6	2	1.4	2	2	1.6	1.6	1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Total Number of Course	108
Number of Theory Course	80
Number of Practical Course	28
Total Number of Credits	222

ACADEMIC INSTRUCTIONS

Attendance Requirements

A student shall have to attend 75% of the scheduled periods in each course in a semester; otherwise he / she shall not be allowed to appear in that course in the University examination and shall be detained in the course(s). The University may condone attendance shortage in special circumstances (as specified by the Guru Kashi University authorities). A student detained in the course(s) would be allowed to appear in the subsequent university examination(s) only on having completed the attendance in the program, when the program is offered in a regular semester(s) or otherwise as per the rules.

Assessment of a course

As per the guidelines of NCTE-2014, Each theory course shall be carry a weightage of 20 to 40% for internal assessment and 60 to 80% for an annual examination. At least one-fourth of total marks shall be allocated of 16 weeks of practice teaching. For practical courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation. The distribution of 100 marks is given in subsequent sub Sections (as applicable).

Components	Internal Distribution of Marks						Total Marks of Internal	Total Marks of External	Total Marks
	Attendance	Assignment	Surprise Test	Presentation	MST1	MST2			
Weightage	5	10	10	10	15	15	30	70	100
Average Weightage	5	10			15				

The distribution of 50 marks is given in subsequent sub SECTIONS (as applicable)

Components	Internal Distribution of Marks						Total Marks of Internal	Total Marks of External	Total Marks
	Attendance	Assignment	Surprise Test	Presentation	MST1	MST2			
Weightage	2.5	5	5	5	15	15	15	35	50
Average Weightage	2.5	5			7.5				

Passing Criteria

The students have to pass both in internal and external examinations. The minimum passing marks to clear in examination is 40% of the total marks.

NOTE

* At the end of 6th semester, each student has to undergo Practical Training of 16 weeks in a secondary/senior secondary schools and submit all files mentioned in course i.e. school internship (402301) and community engagement (402302) along with a certificate from the school & its evaluation shall be carried out in the end of 7th Semester.

**The Academic Rules may vary, from time to time, as per the instructions of the NCTE/Guru Kashi University, Talwandi Sabo.