

# **4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME**

## **LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)**

**As per NEP-2020**

**w.e.f. Academic Session 2024-25**

### **SYLLABUS**

#### **ITEP (SECONDARY STAGE)**

#### **(Foundation of Education & AEC/VAC)**

#### **B.A.B.ED, B.SC.B.ED & B.COM.B.ED**



## **KURUKSHETRA UNIVERSITY KURUKSHETRA**

**(Established by the State Legislature Act XII of 1956)  
(‘A++’ Grade, NAAC Accredited)**

# **SEMESTER-I**

## SEMESTER –I

<b>Part A–Introduction</b>			
Subject	Foundation of Education		
Semester	I		
Name of the Course	Evolution of Indian Education		
Course Code	B24-ITP-101		
Course Type	CC-AI		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss genesis, vision, and evolution of education in Vedic Period, in Buddhist &amp; Jain period and in Colonial period.</li> <li>2. Understand the finance and management system of educational institutions in Vedic period, in Buddhist &amp; Jain period and in Colonial period.</li> <li>3. Explain contribution of Indian Thinkers in educational reform.</li> <li>4. Evaluate the various committees, commission and policies in 20st century.</li> </ol>		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
<b>Max. Marks:</b>			
<b>100InternalAssessmentMarks: 30</b>		<b>Time:03 Hours</b>	
<b>EndTermExamMarks:70</b>			

## Part B-Contents of the Course

### Instructions for Paper-Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Unit	Topics	Contact Hours
I.	<b><u>Ancient Indian Education: Vedic period</u></b> <ol style="list-style-type: none"><li>1. Vision, objectives and salient features of Vedic Education System.</li><li>2. Teaching and learning process in Vedic period.</li><li>3. Development of educational institution: Finances and Management in Vedic period</li><li>4. Famous Educational institutions and Guru-Shishya parampara.</li><li>5. Education at the time of Epics: Ramayana and Mahabharata.</li></ol>	15
II.	<b><u>Ancient Indian Education: Buddhist and Jain</u></b> <ol style="list-style-type: none"><li>1. Vision, objectives and salient features of Buddhist and Jain period.</li><li>2. Teaching and Learning Process in Buddhist and Jain period.</li><li>3. Finance and Management of Educational Institutions in Buddhist and Jain period.</li><li>4. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.</li><li>5. Guru-Shishya parampara in Buddhist and Jain period.</li></ol>	15
III.	<b><u>Colonial Education in India</u></b> <ol style="list-style-type: none"><li>1. Macaulay Minutes, Wood Dispatch and westernization of Indian Education.</li><li>2. Teaching and Learning Process in Colonial period.</li><li>3. Finance and Management of Educational Institution in Colonial period.</li></ol>	15
IV.	<b><u>Modern Indian Education</u></b> <ol style="list-style-type: none"><li>1. Educational thoughts: Savitribai and Jyotiba Phule, Swami Vivekananda, Pt. Madanmohan Malaviya.</li><li>2. Review of Secondary Education in India after Independence with special reference to:<ul style="list-style-type: none"><li>- Secondary Education Commission (1952-53)</li><li>- Indian Education Commission (1964-66)</li></ul></li></ol>	15

	- National Policy on Education (1986) 3. NEP 2020: vision and implementation for vibrant India.	
<b>Suggested Activities</b>	<ol style="list-style-type: none"> <li>1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.</li> <li>2. Compare vision, objectives and salient features of education during different periods.</li> <li>3. Analysis of current educational strengths and weaknesses of one's own locality and work out a critical report.</li> </ol>	
<b>Suggested Evaluation Methods</b>		
<b>Internal Assessment:</b> <ul style="list-style-type: none"> <li>● Class Participation: <b>05 Marks</b></li> <li>● Seminar/presentation/assignment/quiz/activities etc.: <b>10 Marks</b></li> <li>● Mid-Term Exam: <b>15 Marks</b></li> </ul>		<b>End Term Examination:</b> <b>70 Marks</b>
<b>Part C-Learning Resources</b>		
<b>Recommended Books/e-resources/LMS:</b> <ol style="list-style-type: none"> <li>1. Shashi Tiwari, History of Vedic Literature. New Bharatiya Book Corporation.</li> <li>2. P.L. Bhargava, India in the Vedic Age</li> <li>3. Sukhlal Sanghavi, Ramesh S. Betai, Dalsukh Malvania, Essence of Jainism</li> <li>4. Dasgupta D.C., Jain system of Education, cal. 1942, 74-75</li> <li>5. C.P. S. Chauhan, Modern India Education: Policies Progress Problem</li> <li>6. Radhakumud Mookerji, Ancient Indian Education (Brahmanical &amp; Buddhist) 1<sup>st</sup> Edition Pramoodk. Naya, Colonial Education India.</li> <li>7. Shankar Mukharji, Contemporary issues in Modern Indian Education.</li> <li>8. Walia, J.S., Philosophical, Sociological and Economic basis of Education. Jalandhar: Ahim Paul Publishers.</li> </ol>		

## SEMESTER-I

Part A-Introduction			
Subject	Hindi		
Semester	I		
Name of the Course	Language 1 : Hindi (As per the 8 <sup>th</sup> Schedule of the Constitution of India)		
Course Code	B24-ITP-102		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO) :	<p><b>ih[kusdsifj.kke</b></p> <p>ikB~;Øeiwjk djusdsckn]Nk=f'k{kdblesal{kegksaxs%</p> <ul style="list-style-type: none"> <li>• fofHkUulanHkks±esaHkk"kkvkSjmlsdsk;ks±dk</li> <li>• sifjHkkf"krdjsaAHkk"kkvkSjvuqHkwfrdschplac a/kdksigpkusavkSjfopkjsadsizHkkohlapkjdsfy ,Hkk"kkbZKkuvkSjdkS'kydk mi;ksxdjsa(</li> <li>• izHkkoh&lt;axlslquus]cksyus]i&lt;+usfy[kusvkSjvky kspukRedlkspdsfy,KkuvkSj{kerekiznf'kZrdjsa]</li> <li>• ikjLifjdlaca/kcuk,avkSjlkekftddkS'kyc&lt;+k,aA</li> </ul>		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max.Marks : 100  Internal Assessment: 30 Marks  End Term Exam: 70 Marks	Time: 3 Hrs.		

**PartB- Contents of the Course**

**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Unit	Content	Contact Hours
I	<p align="center"><b>Hkkakk]lpkjkvsjuqHkfr</b></p> <p>d½ Hkk"kk%ifjHkk"kk]fo"ks"krk,]dk;Z(LpkjdLk/kud:ieHkk"kkvksjuqHkfrdek/;ed:iesaHkk"kk</p> <p>[k½ Hkk"kk]LLÑfrvksjLeKt%Hkk"kk]fHkUurk]Hkk"kkcukecksyh]</p> <p>Hkk"kvksdkLoS/kkfudifjizs;%Hkk"kkuhfrvksjHkk"kk;kstukaHkk"kkkudhdj.k(Hkkjref}&amp;cgqHkk"kkokn</p> <p>x½ LpkjdhiZfrvksjifØ;k%fL)kr]Lpkjdizdkj</p> <p>¼vksipkfdvksjuvki pkfjd]fyf[krvksjeksi[kd]eksi[kdvksjxSj&amp;eksi[kd½Lapjcek/kk,a]iZHkkohLpkjdho"ks"krk,A Lpkj d k</p> <p>LanHk]fMdkMjdhHkwi edk]vkeus&amp;keusckrphr]ckjh&amp;ckjhLckrphr]u, tekusdirduhdA</p>	15
II	<p align="center"><b>Hkkakkdkle&gt;uk]vo;o,oadk;Z</b></p> <p>d½ Hkk"kk.k/ofu;kvksjv{kjkdkoxhZdj.k]Hkk"kk.k.dHkkx]</p> <p>Hkk"kvkseHkk"kk.k/ofu;kdkmčiknu]LqikLsxaVY%ruko]fip]</p> <p>Vksu]baVksus'ku]tDpj]xiQQksusfedt kx: drkA</p> <p>[k½: fi; dhigpku]"kCnfuekZ.kiZØ;k,a]"kkfCnd]'kCnkoyhfuekZ.k]u,'kCni&lt;+uk]Hkk"kk.vf/kfu;eLhokD;&amp;foU;kLokD;kdizdkj&amp;ljy]tfVyvksjLaqDr</p> <p>x½ 'kCnkFkvksj0;kogkfjdrk</p>	15
III	<p align="center"><b>lquukvsjckyukvsjvkykpukčedl kpdk'ky</b></p> <p>d½ lquukvsjLquuk]LquudmidkS'ky]vPNkLquudkO;ogkj(Lquudhj.kuhfr;kA</p> <p>[k½ lquudhle&gt;%iijikB;ØedkLquuk]fjdKWMfd,x,</p>	15

	<p>Hkk"'.k@ikB(fofHkUumPpkj.kkdhle&gt;]uksVysuk</p> <p>x½ Lh[kusdfy, ckyukvkjcksyukLh[kuk(cksyus)o.kZukčeddS'kydkvH;kL]'kkjhfjd Hkk"kk]vkoktvSjmPpkj.kijLÑfrdkiZHkko]#fpinkdjukvkSjn"KZdkdLkFkLac/kLFkkf <b>irdjuka</b></p> <p>?k½vkykpkučedLkp{kerkvkdkc&lt;uk(vkykspučed0;k[;k viusfo"okLkvkSjewY;kijLokymBkukvSjmUgpkukširnsuk] fopkjdkfodkLdjukvkSj, drdZdkewY;kadudjuka</p> <p>3½ voyksdudjukALeL;kdko.kZuvkSjfu/kkZj.k(fdlleL;kdhrqyuk djukvkjmldekewY;kadudjuka</p>	
IV	<p><b>i&lt;usdkk'kyvkSj[kudk'ky</b></p> <p>d½i&lt;usdihle&gt;ji&lt;usdidkj]vFkvkSj[anHkZ], dbaVjšDVoiiØ;kd:iei&lt;+uk(Nk=kd <b>lØ; iBdcuuvkSjvkykpkučediBudkS'kyfodfLrdjusdhj.kuhfr;kj</b></p> <p>[k½fdLhikBdLkadšfrdvkSjLkšfrdigyqvdkLe&gt;uk] <b>i&lt;usdek/;eL'kCnkoyhdkfodkL]vuq'kkLu&amp;vk/kkfjrikiBi&lt;+ukvkSjikiBdktfVycu</b> kusolyhfo'ks"krk,aA</p> <p>x½Hkk"'.k.cukeys[ku]ys[kudizdkj%fof'k"Vmn-ns;ksad fy,ys[ku¼fucal/k]i=vkSjfkjksVZ]vkfn½A</p> <p>?k½ys[kudhHkk"kkvkSj'kSyh%u,'kCnkLfuiVuk¼kS{kf.kd'kCnkoyhfuekZ.k½]Lkja'kvkSj0; k[;krduhA</p> <p>3½ vdknfedys[ku?kVd(vdknfedHkk"kkdkfodkL] vdknfedys[kudkS'kyfodfLrdjusdfy,xrffof/k;kaA</p>	15
	<p><b>lq&gt;kokčedvH;k</b></p> <p>1- vkigjfnudh0;k[;kdSldjrsgvkSjti&lt;rsqijmLiirfcicrdSldjrsq\,dfj iKšZrS;kjdj</p> <p>2- fjdkMZfd,x,ohfM;kdkvkoktvkSjmPpkj.kdutfj, fo'ys"'.kdjvkSj,dfjiKšZfy[kA</p> <p>3- fdLleL;kdkvoyksdudjuk]mLdko.kZudjukvkSjmlDh:ijs[kkrS;kjdj ukrFkkmldekewY;kadudjuka</p> <p>4- cksyusdkdkS'kyfodfLrdjusdfy,dk;Z@xrffof/k;kj&amp;ifjLFkfrtU;ckrph rvkSjHki'edkfuHkkuk(Hkk"'.k.k]Hkk"'.k]ppk]okn&amp;fookn]dgkuhLqukuk]fp=.k</p> <p>5- fofHkUuokrZykiLanHkkesaHki'edkfuHkk,aA</p>	



	<p>6- viuh#fpdfdLhHkhfo"K; ijfdkWWL<sub>qu</sub>vKSiilLafxd fc<sub>anquks</sub>Vdj/4uksVysuk1/2 <b>yu&amp;nudklq&gt;kokčedrjhdK%</b></p> <p>bLiB; Øedi&lt;+usebaVjfiDVo0;k[;ku]V; wksfj; yvkSjppk]jksyls]iKstD V]fLeqys"ku]dk; Z'kkYk, avkSjHkk"kk&amp;tkx: drkxfrfof/k; ks tSlO; kogkfj dfeJ. k'kkfe y<sub>gksas</sub>A; gf'k{k.k.d{kkeppkd'k'kfeydj rsgq, Lh[kusdfy, xgun'f"Vdks.kd'bjknkj[kr kg]Nk=k dchpegUoi.w.k Lkp@LeL; kLy&gt;kusdh{k'erkvkd'kfodfLrdjrk'g'vkSj mufLF kfr; ks ijHkh/; kud<sub>inr</sub>dj sxtgkgekjnSfudthou0; fDr, sLdk; Zdjjgk'gksxkftLeHkk "kkdS'kydiikNfrd, dhj.k'kkfeygANk=kLvis{k'kdh'krhgfdol=LigysufnZ"V v/; k; @ys[k'i&lt;vKSiikB; ØeeNk=kdhLfØ; Hkkxh'nkjhdhvko'; dr'kgSA</p> <p><b>ewū; kdudklq&gt;kokčedrjhdK%</b></p> <p>f'k{k'kFkiLdkewY; kdueq[; : ilijh{k.k'kvkSjijh{k.k'izdkj'kajLegdk; ZvkSjijfj; ks tukv'kdhcSVjhdkmī; ksxdjdHkk"kkbvKSlpkj'dkS'kynksukdewY; kadu'ijv'k/kkfjrgksxk A</p> <p><b>lq&gt;kokčediBulkezh%</b></p> <p>f'k{k'df'k{k'kfFkZ; kdhvko'; dr'kvkSjLh[kusdhLkezh'd vuqlkjfdric<sub>cs</sub>@i&lt;+us+dkLq&gt;konsLdr'gA</p>	
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<b>SuggestedEvaluationMethod</b>		
<p><b>InternalAssessment:</b></p> <ul style="list-style-type: none"> <li>● ClassParticipation: <b>05Marks</b></li> <li>● Seminar/presentation/assignment/quiz/activities: <b>10Marks</b></li> <li>● Mid-TermExam: <b>15Marks</b></li> </ul>	<p><b>End TermExaminati on:70Marks</b></p>	

<b>PartC–LearningResources</b>
<p>lanHkxzUFklwph</p> <ul style="list-style-type: none"> <li>● mekJeaxy]1/420081/2]fgUnhf'k{k.k.]ubfnYyh%v'k; ZcqdfMik</li> <li>● d'; i]js.kq]1/420011/2, jktHkk"kk fgUnhdK Lo: ifo'y"K.k.]iVuk%ftKkLlid'ku]&gt;syevikVZeaI</li> </ul>

- d{qekj];ksxs'k¼2004½]v{k/kqfudfgUnhf'k{k.k.]ubfnYyh%,ñihñ,pñifCyf'kaxdkSjiksjs'ku•
- ik.Ms;]jke'kdy]¼2004½]uwrufgUnhf'k{k.k.]v{xj%kfouksniLrdefUnj
- ikjhd]eerk¼2006½]fgUnhf'k{k.kt;ig%dyiukifCyd's'kULpkniksycktkj
- HkkfV;k]dyk'kpUn,oeksrhykyprqonh¼2001½]fgUnhHkk'kkfodkLvkSjLo:i]ubfnYyh  
%zaFkvdkneh
- O;kIHkxorhyky,oonizd'k]¼2004½]fgUnhf'k{k.k.du;vk;ke]v{xj%jk/kk'idk'kuefUnj
- flg] fujatu d{qekj ¼2006½] ek;/fed fo|ky;k e fgUnh f'k{k.k.] jkLfkku% fgUnh  
xzUFkvdkneh]fryduxj
- d{kf=;k]ekr`Hkk'kkf'k{k.k.]fouksniLrdeafnj]v{xj
- ddl[;k;k]fgUnh/ofu;kvkSj mudkf'k{k.k.]jkeukjk;.kyky]bykgkcnt;ukjk;.kdks'kd]'kq  
)fghys[ku]vk;ZcqdfMiksjdjksyckx]ubfnYyh
- HkkykukFkfrøkjHkk'kk&foKku]fdrkcegy]bykgkcn

## SEMESTER-I

Part A-Introduction			
Subject	Sanskrit		
Semester	I		
Name of the Course	Language 1 : Sanskrit (As per the 8 <sup>th</sup> Schedule of the Constitution of India)		
Course Code	B24-ITP-103		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p><b>f'k{k.kifj.kke</b></p> <p><b>ikB;îØeaIEiUuaÑčokNk=k/k;kidk%1</b></p> <ul style="list-style-type: none"> <li>• Hkk"krL;k%dk;kZf.kpfofo/kUnHkZkifjHkk"K;UrqHkk"kk;k%LaKk</li> <li>• uL;pe/;sdfMKkčokfopkj.k.kkp</li> <li>• izHkkohLxpkjFkHkk"kkfokkuL;dkS'kyL;pmi;ksx% dj.kh;%</li> <li>• izHkkohJo.ka]oDrqa]iBuays[kua]Leh{kkčedfpUruapdrq=Kkua{k erkapi'nkZ;Urq</li> <li>• ikjLifjdLEcU/kfuekZ.kaLehftddkS'kypn/kZ;Urq</li> </ul>		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max.Marks : 100	Time: 3 Hrs.		
Internal Assessment: 30 Marks			
End Term Exam: 70 Marks			

**PartB- Contents of the Course**

**Instructions for Paper-Setter**

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Unit	Content	Contact Hours
I	<p align="center"><b>Hkkakk]llpkj, oalaKku</b></p> <p>d½ Hkk"kk%ifjHkk"kk]y{k.k.]d;k; kī. k(LpkjL; Lk/ku: is.kHkk"kkHkk"kkpLaKkuL;ek/; e: is.k</p> <p>[k½ Hkk"kk]LLÑr%Lekt'p%Hkk"kkfofo/kr'k]Hkk"kkolSzccksyh] Hkk"kk.kkLao/kkfudn'f"Vdks.k%)Hkk"kkuhfr, oHkk"kk;kstuka Hkk"kkekudhdj.ke-(Hkkjrsf}cgqHkkf"kdruk</p> <p>x½ LapjL; iÑfr%iØ; kp%fl)kUrkk%LapjL; izdkj k% ¼vkSipkfjdvuikipfjdp]fyf[kraeksi[kdp]eksi[kdveksi[kdp½]LpkjL; ck/kk%)izHkkohLapjL;fo"ks"krk%A LapjL; LUnHk%AfMdkmjl; Hkfedk]Lk{kčdkj%]i k]xzg. ka] okrkZyk i%]uo;qxL; ikS kfxd;%</p>	15
II	<p align="center"><b>HkkakkvoxeuA?kVd, oadk;Z</b></p> <p>d½ okD/ou;%v{k]k.kkpoxdj. ka]okDHkkxk%)Hkk"kk LokD/ou;% mčiknue-]mi[k.Mk%ruko%]Loj%]Loj%]Loj%]Laf/k%]vkys[k% /oU;kčedtkx:drk</p> <p>[k½ : idifjp;%] 'kCnfuekZ.kifØ;k%] 'kfcnd% 'kCnkoyhfuekZ.k%]uohu'kCnkufLDddj. ka]okfDØ;k%</p> <p>x½ okD;foU;kL&amp;okD;izdkj k%&amp;Ljy%]tfVy%]LekLp</p> <p>?k½ 'kCnkFkZ'kkL=, oO;kogkfjdrk</p>	15
III	<p align="center"><b>Jo.koDrqpleh(kkčedfplrupdk'kye-</b></p> <p>d½ Jo.kaJo.ka p]Jo.k; midkS'kya]mÙkeeJo.kO;ogkj%] Jo.k j.kuhr;%A</p>	15

	<p>[k]½ Jo.kcks/kk% i k Bî; ØeL; i k Jo.ka]vfHkysf[krk%Hkk"%.kk%@ikBk%(fofo/kmPpkj.kkdvouxu]fVli.khxzg.k</p> <p>x½f'kf{kroDrqaf'kf{krap%Hkk"%.ks]dFkudkS'kyL;vH;klLlÑfrL; iHkko%"kjHjHkk"kkLoj%mpPkj.kp#fpl`tfri]zqk%LgLEcU/kLFkkî;fr</p> <p>?k½ Leh{kččedfpUru{kerkuko/kue%Leh{kččed0;k[;kALoL;fo'okLkuaewY;kukapiz'uapqkSrhap]fopkj.k.kkfodkL]rdL;ewY;k³-duap</p> <p>b½ voyksd;uALeL;k;k%o.kZua]Ysfeax-p(LeL;k;k%ryukaewY;k³-duapA</p>	
IV	<p style="text-align: center;"><b>iBudk'kyy[kudk'kyp</b></p> <p>d½,d%iBucks/k%]iBU; izdkjk%]vFkZ%]LUnHkZ]p]iBuvUrjfØ;k'khyifØ;k: is.k(Nk=ku-LfØ;ikBdku-drq:Leh{kččediBudkS'kyL;fodkLk;pj.kuhr;%(</p> <p>[k]½ ikBL;okpd&amp;vFkkZčed&amp;i{k's'k'voxuea]iBuL;ek/;esu'kCnkoyh&amp;fodkL%]vuq'k kLu&amp;vk/kkfjrxzUFkkuka iBua]xzUFkkutfvYku-dj.kh;k%fo"ks'krk%pA</p> <p>x½ okdoLzlys[kue-jys[kuL; izdkjk%(fof'k"Viz;kstufkys[kue¼fucU/k%]i=kf.k]ifrosnukfupbč;kn;%½A</p> <p>?k½ Hkk"kk ys[k'kSyh p% uohu'kCnkuka fuokj.k¼'kS[kf.kd'kCndks'kfuekZ.k½]Lk'jka'khdj.kaj iSjk'Ysftax-prduhdk%A</p> <p>¾k½ 'kS[kf.kdyskuiVd('kS[kf.kdHkk"kk;k%fodkL%]'kS[kf.kdys[kudkS'kyL;fodkLk;fØ;kdykik%A</p>	15
	<p><b>lq&gt;kkokčedvH;kll%</b></p> <p>1- HkoUr% iirfnua dFk O;k[;ka dqofUr] ifBrL; iirfcEc pdqofUr\,diirfnuaLthdjksr-A</p> <p>2- LojL;mPpkj.kL;pñ"V;kfjdKMZÑrL;fofM;kL;fo'ys"%.k. kÑčokifronuafy[kUrqa</p> <p>3- leL;k;k%voykdua]o.kZua] : ijs[kkpnčokrL;k%ewY;k³ dua pA</p>	

	<p>4- okddkS'kyL;fodkIk;d;k;Z@fØ;kdyki%ifjLFkfrxrokZykik% HkwiEdkfuokgk%p(okd.)okDiVqrk]ppk]oknfookn]dFkkdFku] n"VkUr</p> <p>5- fHkUu&amp;fHkUu&amp;laHkk"'.k&amp;IUnHkHkwiEdk&amp;fuokgdqoZUrq</p> <p>6- Hkor%#fpdjl;dflEu~vifo"k;svfHkys[kua'k'.kqrrFkfp iilxdfcUn%fVIi.khxzg.ka%fVIi.khdqozq</p> <p><b>0;ogkjL; I&gt;kokčed%izdkj%</b></p> <p>vL;ikBî;ØeL;v/;kiukFkvUrjfØ;k'khy0;k[;kukuka]ikBî;ØeL;] 0;kogkfjdl;pfeJ.kHkofr;Fkkppk]HkwiEdkfuokg%)ifj;kstuk%) vuqj.kajdk;Z'kkyk%)Hkk"kk&amp;tkx:dr&amp;fØ;kdyki%pAf{k{k.kL; vfHkik; %vflr;r~d{k;k%vUr%ppk]Nk-k.kke;/s Ieh{kkečedfUruL;@leL;kfujkdj.k{kervukfodkI%}f{k{k.kL; xgurjn"Vdks.k%HkofrrFkkprkIifjLFkfr"kvfidSUmHkwrkHkfo";fr ;=vLedknSuffUnthousd'pudk;kZf.kfuozgfrL;kr;s"khkk"kdks'kyL;LokHkkfod,d hdj.kHkofr]Nk=k.kkI=kr~iofu;qDr'k% v/;k;k%@ys[kk%ifBraqvif{krk%lfurrFkkipikBîØeNk=k.kkIfØ;Hkkxhnhkjvko';dh HkofrA</p> <p><b>ewü;k<sup>3</sup>duL; I&gt;kokčed%izdkj%</b></p> <p>f'kf{kdk;k%ewY;k<sup>3</sup>~duaeg[;r;kiyh{k.kL;rFkkijh{k.k.kidkjL;] Iewgd;ZL;ifj;kstuk;k%pcSVjhbč;L;mi;ksxsuHkk"kkfoKkuL; IapkjdkS'kyL;pewY;k<sup>3</sup>~duL;vk/kkjs.kHkfo";frA</p>	
<b>SuggestedEvaluationMethod</b>		
<p><b>Internal Assessment: 30marks</b></p> <p>ClassParticipation:5marks</p> <p>Demonstration/Presentation/Quiz/ Activities/ Viva-voce: 10 marksMid-TermExamination:15 marks</p>	<p><b>EndTermExamination:</b> 70marks</p>	
<b>PartC-LearningResources</b>		
<p><b>lq&gt;kokčediBulkezsh</b></p> <ul style="list-style-type: none"> <li>• f'k{kdk%kf{kdk.kk'vko';drkuqIkJf'k{k.kIkezhpilrdkfu@ikBkfulqpf;raq'kDuqofUrA</li> <li>• vkIVs]Mhñthñ,oeMksxj¼1980½ VhfpaxvkvWQIal9rbuI ds.MjhlDy]cM+kSnk%vvpk;Z</li> </ul>		

cqdfMikA

- dky], eñvkjñ]gk; j *Al9rxzej*
- xouZeSUVvkWQbf.M; k%fjñVvkWQ *Al9rdeh'kuA*
- ik.Ms]vkjñ, Lñ¼2000½] *Al9rf'k{k.k]vkxjk%foukniLrdefUnujA* •  
feUky]LUrks{k] *Al9rf'k{k.k]jesjB%vkjykycdfMikA*
- feJ]iZhkk'kadj]LLÑr&f{k{k.kA
- cksidy, oeikjlfud]yñU;wyijpVw *Al9rjiwuk%ydlaxzgiZSt* •  
LQk;k]j?kqukFk] *Al9r&f'k{k.k]p.Mhx<#gfj;k.kkLkfgç;vdkneh*
- flg], LñMhñ, oe'kek¼1999½] *Al9rf'k{k.k]vkxjk%jk/kk'idk'kueaMh* •  
'kkL=h, oe'kkL=h] *Al9rf'k{k.k]t; i qj]ktLFkkuizdk'ku*
- gqQjsd]nñisáyevkVQVhfpaxvkWQ *Al9r*

## SEMESTER-I

<b>PartA-Introduction</b>			
<b>Subject</b>	English		
<b>Semester</b>	I		
<b>Nameof theCourse</b>	Language1:English(Asperthe8 <sup>th</sup> Scheduleof theConstitutionofIndia)		
<b>CourseCode</b>	B24-ITP-104		
<b>CourseType</b>	AEC/VAC		
<b>CourseLearningOutcomes(CLO):</b>	<p>After completing the course, the student teacherswillbeableto:</p> <ol style="list-style-type: none"> <li>1. Definelanguageanditsfunctionsinvariouscontexts.</li> <li>2. Recognizethelinkbetweenlanguageandcognitiona ndusinglinguisticknowledgeandskills for effective communication of ideas andthoughts.</li> <li>3. Demonstrateknowledgeandcapacityforeffective listening, speaking, reading, writing andcritical thinking.</li> <li>4. Build interpersonal relationships andenhancesocialskills.</li> </ol>		
<b>Credits</b>	Theory	Tutorial	Total
	3	1	4
<b>ContactHours</b>	3	1	4
<b>Max.Marks:100</b> <b>InternalAssessment:30Marks</b> <b>End TermExam:70 Marks</b>	Time:3 hrs.		



**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

**Part B-Contents of the Course**

<b>Unit</b>	<b>Content</b>	<b>Contact Hours</b>
I	<p style="text-align: center;"><b>Language, Communication and Cognition</b></p> <p><b>A.</b> Language: Definition, Characteristics, Functions; Language as a means of Communication and Language as a Medium of Cognition.</p> <p><b>B.</b> Language, Culture and Society: Language Variation, Language versus Dialect, Constitutional Perspective of Languages; Language Policy and Language Planning. Language Standardization; Bi-Multilingualism in India.</p> <p><b>C.</b> Nature and Process of Communication: Principles, Types of Communication (Formal and Informal, Written and Oral, Verbal and Non-Verbal), Barriers to Communication, Features of Effective Communication. The Context of Communication. The Role of Decoder, Face-to-Face Interaction, Turn-Taking, Conversation, New-Age Technologies.</p>	15
II	<p style="text-align: center;"><b>Understanding Language. Components and Functions</b></p> <p><b>A.</b> Classification of Speech Sounds and Letters, Parts of Speech, Production of Speech Sounds in Languages, Suprasegmentals: Stress, Pitch, Tone, Intonation, Juncture, Graph Phonemic Awareness.</p> <p><b>B.</b> Identification of Morphemes, Word Formation Processes, Lexical, Vocabulary Formation, Coining New Words, Speech Acts.</p> <p><b>C.</b> Syntax-Types of Sentences-Simple, Complex, And Compound.</p> <p><b>D.</b> Semantics and Pragmatics</p>	15
III	<p style="text-align: center;"><b>Listening and Speaking and critical thinking Skills</b></p> <p><b>A.</b> Listening and Hearing, Subskills of Listening, Good Listening Behaviour; Listening Strategies.</p> <p><b>B.</b> Listening Comprehensions: Listening Across the Curriculum, Recorded Speeches/Texts; Understanding of Various Accents, Note Taking</p> <p><b>C.</b> Speaking to Learn and Learning To Speak; Impact of Culture on Speaking, Practicing Narrative Skill Body Language Voice and Pronunciation Creating Interest and establishing a relationship with the audience</p> <p><b>D.</b> Enhancing Critical Thinking Abilities; Critical Interpretation. Questioning and Challenging your Beliefs and Values, Developing Ideas and Evaluating an Argument</p> <p><b>E.</b> Observing. Describing and Framing the Problem; Comparing and Evaluating a Problem.</p>	15
IV	<p style="text-align: center;"><b>Reading Skills and Writing skills</b></p> <p><b>A.</b> Reading Comprehension, Types of Reading, Meaning and Context, Reading as an Interactive Process; Strategies for Making Students Active Readers and Developing Critical Reading Skills;</p>	15

	<p><b>B.</b> Understanding Denotative and Connotative Aspects of a Text, Vocabulary Development Through Reading, Reading Discipline-Based Texts, and Features that Make Texts Complex.</p> <p><b>C.</b> Speech Versus Writing, Types of Writing; Writing for Specific Purposes (Essays, Letters, and Reports, Etc.).</p> <p><b>D.</b> Language and Style of Writing: Dealing with New Words (Academic Vocabulary Building), Summarizing and Paraphrasing Techniques.</p> <p><b>E.</b> Academic Writing Components; Development of Academic Language, Activities to Develop Academic Writing Skills.</p>	
<b>Suggested activities</b>	<ol style="list-style-type: none"> <li>1. How do you interpret everyday and reflect what you read? Prepare a report.</li> <li>2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.</li> <li>3. Observing, describing and frame a problem and evaluating it.</li> <li>4. Task/Activities for Developing Speaking Skills- Situational Conversations and Role Plays; Speech, Elocution, Discussion, Debate, Storytelling, Illustrations</li> <li>5. Perform role play in different conversational context</li> <li>6. Listen to record on any topic of your interest and note the relevant point (not taking)</li> </ol>	
<b>Suggested Evaluation Methods</b>		
<p><b>Internal Assessment: 30 Marks</b>  Class Participation: 5 Marks  Demonstration/presentation/Quiz/Activities/Viva-voce: 10 Marks  Mid-Term Examination: 15 Marks</p>		<p><b>End Term Examination: 70</b></p>
<b>Part C - Learning Resources</b>		
<ul style="list-style-type: none"> <li>• Glennie, A. (2017). Reflective reading: engaging and practical ideas for teaching reading comprehension in the primary classroom. Cranachan Publishing Limited.</li> <li>• Mojeet.al.(2020). Handbook of reading research: Volume V. Routledge.</li> <li>• Perkins, M. (2015). Becoming a teacher of reading. Sage.</li> <li>• Fowler, H. W. (2023). A Dictionary of Modern English Usage. Peacock Books.</li> <li>• Hornby, A. S. (2018). Oxford Advanced Learner's Dictionary. OUP.</li> <li>• Kumar, Sanjay and Pushplata. (2015) Communication Skills. OUP.</li> <li>• Swan, Michael (2016). Oxford Practical English Usage. OUP.</li> <li>• Wren and Martin (2017). High School English Grammar and Composition. S. Chand Publications.</li> </ul>		

## Semester-I

Part A-Introduction			
Subject	Punjabi		
Semester	I		
Name of the Course	Language 1 : Punjabi (As per the 8 <sup>th</sup> Schedule of the Constitution of India)		
Course Code	B24-ITP-105		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p><b>GkFkk1(Gkosd/ ;zftXkBdh 8th</b>  <b>nB[;{uh d/</b>  <b>nB[;ko</b></p> <p>)eq?fvNL 4            nfXeswnzeL 100            ;w?;No L n?;.nkJh. (nzdo{BhnzeL 100)            ;wKL 3 xzN/  <b>f;ZyDd/ Bshi/</b>  <b>L</b></p> <p style="padding-left: 40px;">e'o; g{ok eoB s'_ pknd,            ffdnkoEhnfXnkgefJjeoBd/ :r            j'Dr/ L</p> <ul style="list-style-type: none"> <li>• tZy-tZy;zdoGKftZuGkFkns/ fJ;d/ ekoik ~ gfoGkfFseo'</li> <li>• GkFkns/ p'Xd/ ftueko;pzX~ gSkDBkns/ ftukoKns/ ftukoKd/ gqGktFkbh;zukobJhGkFkJhfrnkBn s/ j[Bo dh tos'_ eoBkl</li> <li>• gqGktFkbh;[DB, p'bD, gVQB, fbyDns/ nkb'uBkswe;'u bJhfrnkBns/ ;woZEkdK gqdoFBeo',</li> <li>• nkg;h;pzXpDkUns/ ;wkfie j[Bo ~tXkU</li> </ul>		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4

Max.Marks : 100 InternalAssessment:30MarksE nd TermExam:70 Marks	Time: 3 Hrs.
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**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

**Part B- Contents of the Course**

<b>Unit</b>	<b>Content</b>	<b>Contact Hours</b>
1	<p align="center"><b>GkFk,; ukonspX</b></p> <p>Ai GkFklgfoGkFk,rD,eko il; ukod; kXBti GkFknsfrnkBdwkfXnwti GkFk</p> <p>Bi GkFk,; fGnkukons; wkilGkFkdhgfotosB,GkFkpBkwTgGkFk,GkFktKdk; ftXkBegfogyIGkFkBshnsGkFk: iBkiGkFkwkBeheoBIGkosftud'-GkFkJhtkd</p> <p>Ci ; ukodhgfeosinsgfefonklf; Xks,; ukodhnkfe; wk(o; whnsro-o; wh,fbysnswfye,wfyensro-wfye),; ukoftuoektNK,gGkth; ukodhnkftFFsktKi; ukodk; doG,vhevodhgfwek, c;-N(-c;fJNoeFB,tkoh-tkoh,rbpks,Bth-: r seBkbihi</p>	15
II	<p align="center"><b>GkFk~; wMDkiegBNnsceFB</b></p> <p>Ai ; ghuxBhnKnsnyokdkto rheoB,GkFDdfj; ,GkFktkftupbDtkbhnKXBhnKdkTsgkdB,; gk; rw NblsDkn,fgu,NB,XB,ieuo,rkcXBh; pXhikroeski</p> <p>Bi wocw}dhgSkD,FpdfBowkDgfefonktk,Fpdktbh,FpdktbhdkfBowkD,BtFpdkdhouBk,GkFDneN; Ne;-tkeKdhnkfe; wk-</p> <p>Ci ; ob,rMbdkonsfwFfosnoEftfrnkBnsfttjkfoesk</p> <p>Di</p>	15
III	<p align="center"><b>; DBnspbDnsnkbuBkswe; udjBo</b></p> <p>Ai ; DBk ns ; DBk, ; DB d Tg-jBo, ; DB urkdkfttjkol; DBdhnKoDBshnki</p>	15

	<p>Bi ;DBk ;wMDkl gkmew ftu ;DBk, foekov ehs GkFD\$gkmlty-t ybfj}dh;wM,BNbDk</p> <p>Ci f;yD bJh pbDk ns pbDk f;yDkl pbD #s ;fGnkuko dk gGkt, fposks d jBo dk nfGnk; ;fooe GkFk dh ntk} ns TukoB fdbu;gh gdleoBkns;ofsnKBkbfFsk;EkgseoBk</p> <p>DiBk}e;uDdhnK: rskt~tXkTDklBk}e ftnkfynkisj kvftFtk;KnsedoK- ehwsK~;tkbeoBknsuDshdDk,ftukoKdkftek;eoBkns dbhbdkwBKeDeoBk</p> <p>Ei fBohyD,;wf;nkdktODBnscofw rlfJe ;wf;nkdhsbBknswbKeDeoBk</p>	
IV	<p style="text-align: center;"><b>gVBdjBonsfbyDdjBo</b></p> <p>AfJ eohfv r;wM,gVBdhnKfe;wK,noEns ;doG,fJefJ Non efNtgfefonkt i gVBklftfdnkoEhnK~;o rowgkmepDkTdnsgVBd Bk}ejBoftef;seoBbJhoDBhshnKl</p> <p>Bigkmd;e sensnoE-ftt;EktkbgfjbnK~ ;wMDk,gkmdnkokFpdktbhdkftek;,nBFk;B- nXkfosgkmK~gVBknsftFFsktKiNe;N~ rMbdkopDkTdhKjB</p> <p>Ci ;ghu pBkw fbys, fbys dhK fe;wkl yk; TdFkbJhfbyDk(fBpX,fumhKnnsfogoNknkfd)</p> <p>DiGkFknsfbyDdhF bhLbt FpdKBkbBfi mDk(nekdfweFpdktbhf pbf vr),;ygnstnkfynkseBhe</p> <p>Ei nekdfwefbysHGkrInekdfweGkFkdktek;,nek dfwebyDdjBo~fte;seoBbJhrshtXhnK</p>	15
	<p><b>;MkndDtKbnfGnk;</b></p> <ol style="list-style-type: none"> <li>1. s;hjoo}fetftnkfynkeodjnsis;h gVdjT;~gshfppseodj&lt;fJefogonfsnkoe</li> <li>2. ntk}nsTukoBdfdFNheDsfoekovehs thvhUdkftFbFDeonsfJefogonfby</li> <li>3. fe;;wf;nkdkfBohyDeoBk,toDBeoBkns coweoBknsfJ;dkwbKeDeoBk</li> </ol>	

	<p>4. pbDdj Bo~fte ; seoBbJhew\$ ; orowhNk- ; fEsh ; pXhr bpknsGfwkfBGkTDIGkFD, GkFD,uouk,pfj ; ,ejkDh ; DkTdk,fdFNks</p> <p>5. ty-tyr bpkSD ; doGft uGfwkfBGkU</p> <p>6. nkgDhfdbu ; ghdfE ; thftF#sfoekoveoBbJh ; Dns ; pf Xsfp d~B Neo (B Nb Dk)</p> <p><b>bD-dDdk ; Mknwv</b></p> <p>fJ ; eo ; ~gVkTDftufJ Non efNtbeuo, fNTN fonbnsftj koeFkwbj Drfit feuouk, obgb, gi eN, f ; w b F B, toefkgknsGkFk-</p> <p>ik roeskrshftXhnk infXnkgBdkfJokdkf ; yDbJhv xhgj udk fJokdkoydkjfi ; ftuebk ; owftuuoukFkwbj dhj, ftdnkoEhnkftu nkbubkswE ; u\$ ; wf ; nkj BeoBdhnk : rsktKdkftek ; jdkjnsTjBK ; fEshnksthfXnk Be dsehs kiKdkjfi e ; kvo } kBkihtBftueJhftnes h GkFkdj BodkedoshJ eheoDFkwbEodkj iftdnkoEhnks ; FBsgfjb KfBoXkosnfXnkJ \$bygV Bdhtwhdehsh iKdhjnseo ; bJhftdnkoEh nKdh</p> <p>; orowGkrhdkohdibVj dhj iwbeDdk</p> <p><b>; MkTYr</b></p> <p>f ; fynkoEhdkw bkeDw ysosN ; NknsN ; N fe ; wk, rogtOeng gi eNkdhp Nohditos eodjJ GkFkJhns ; ukohj BodtkdwbeD#snXkosjtrki</p> <p><b>; MknGVbtkbh ; wroh</b></p> <p>nfxnkgef ; fynkoEhnknsf ; yDdh ; w rohdibVnB ; kofeskpK \$gVbdk ; MknD ; edjB</p>	
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<b>SuggestedEvaluationMethod</b>	
<p><b>Internal Assessment: 30marks</b></p> <p>ClassParticipation:<b>5marks</b></p> <p>Demonstration/Presentation/Quiz/Activities/Viva-voce:<b>10marks</b></p> <p>MidTermExamination :<b>15 marks</b></p>	<p><b>EndTermExamination:</b> 70marks</p>

**PartC–LearningResources**

1.	;toBf;x(;gk.)	rop]F f;x l ghs ;;ko, gikph nekdwh, fd bh,1991
2.	fjwsf;x;Yh	rop]F f;x ghsbVh fJe nfXnB, berhs gekFB,uvhrV,1987
3.	feogkbf;x e;b	nXfBerdeko,e bdhgg ;,nfws;o
4.	ebtsf;x	gikph tkose l ;uko s ftjko, oth ;kfjsg gekFB,nfws;o
5.	Xowgkbf;rb	tkoseFbh,GkFkftGkrg ikp,gfNnkbk
6.	fgnkok f;x dskk ns nihs f;x (;gk.)	rop]F f;x l ebk s F];hns, BFBbpeFkg,fd bh,1973
7.	pbthof;xfdb	gikph fBpX l ;og f;Xks s ftek;, gikph : Bhtof;Nh,gfNnkbk,1991
8.	nfws gkbeo(;gk.)	thjth ;dh dh gikph efts, gikph : Bhtof;Nh,gfNnkbk,2005
9.	;fj dopho	fFt ewko l ihtB s ouBk, tkfo; FkjckTvFB,nfws;o
10.	;fs dof;x	nXfBe gikph ekft og nfXnB, ro BkBedt: Bhtof;Nh,nfws;o
11.	eowihsf;x	nXfBe gikph ekft-XkottK d ftukoXkokJhnfXnB,roBkBedt: Bhtof; Nh,nfws;o
12.	ntBkFeo	gikph oyk fuso l ;og ns ;ko, gikph : Bhtof;Nh,gfNnkbk
13.	;fodoe wkodt Fto	nXfBe gikph fposks, berhs gekFB, uvhrV,2012
14.	;fj dof;xpdh	gikp dh beXkok, BFBb pe N;N, fJvhnk, 1999
15.	feogkb f;x e;b, rfpd f;x bkp ns gofwdof;x l	gikph ;kfjs dh Tsgsh s ftek;, bkjo pe Fkg, bfXnkDk,1974
16.	i;ft dof;x	gikph;fGnkukolgSkDfuB,ro;hn;pe;, gfNnkbk,2012
17.	ifr dof;x eo	be:kBFk;so,g ikph: Bhtof;Nh,gfNnkbk



## SEMESTER-I

<b>PartA-Introduction</b>			
<b>Subject</b>	Education		
<b>Semester</b>	I		
<b>Nameof theCourse</b>	ArtEducation(Performing&Visual)Theatre		
<b>CourseCode</b>	B24-ITP-106		
<b>CourseType</b>	AEC/VAC		
<b>CourseLearningOutcomes(CLO):</b>	Aftercompletion ofthiscourse, students willbeableto: <ol style="list-style-type: none"> <li>1. articulatetheimportanceofaestheticsandartinsec ondaryeducation,</li> <li>2. demonstratetheirfamiliaritywithandap preciation oftheatre,</li> <li>3. learnbasictheatretoolsofimprovisation,ide ation,and creationofascript,</li> <li>4. createashortperformancewitheducational possibilities.</li> </ol>		
<b>Credits</b>	Theory	Practical	Total
	--	2	2
<b>ContactHours</b>	--	4	4
Max.Marks: 50 InternalAssessment: 15MarksE ndTermPractical:35Marks	Time:3 hrs.(Practical)		

<b>PartB-Contents ofthe Course</b>		
<b><u>InstructionsforPaper-Setter</u></b>		
<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<p><b>IntroductiontoTheatre,andBeginningwiththeBody</b></p> <ul style="list-style-type: none"> <li>• TheValueofArt ItselfanditsUseinEducation.</li> <li>• Identifying andDeveloping Aesthetic Sense UsingExamplesof TheatreDrama</li> <li>• Introduction to Theatre in Education and Drama inEducation.</li> <li>• UseofTheatre/DramainSocialMovements.</li> <li>• Principles and Awareness on How to Use Body andVoicein a Given Spaceand Time</li> <li>• ExploringDifferentRoles,Characters,andRelationships to Identify and Portray Human Values,Attitudes,IntentionsandActionsinDifferentSituationsand Contexts.</li> </ul>	15
II	<p><b>DevelopingandPerformingtheScript</b></p> <ul style="list-style-type: none"> <li>• IntroductiontoDifferentGames,ExercisesandConventionsof Theatre and Drama.</li> <li>• BuildingSkillsforScriptDevelopmentandAdapting/DevisingaScriptaroundCurricularThemes</li> <li>• Understanding Different Theatrical Pedagogies SuchasProcessDrama,CurriculumDrama,MantleofExpert,Teacher in RoleEtc.</li> <li>• DevelopingandDesigningLessonPlansUsingDrama Pedagogies for Their Respective Subjects andDeveloping and Designing Theatre Scripts on TheirRespectiveSubjectsorInterdisciplinaryAreas.</li> <li>• Creating a Session of Learning Content as a Modulewhich will be based on the Process of Drama andTheatreTechnique.</li> </ul>	15

Suggested Activities	<p>Storymaking and devising.</p> <ul style="list-style-type: none"> <li>• Script Writing.</li> <li>• Developing and designing lesson plan by using Drama Techniques.</li> </ul> <p>Performing Skit/Mime/Mono-acting/Improvisation/Radio Drama/ One act play on any social setting.</p>
<b>Instructions for Practical Examiner</b>	
Based on the course content, Student is required to perform one activity.	
<b>Suggested Evaluation Methods</b>	
<p><b>Internal Assessment: 15 Marks</b></p> <p>Class Participation: 5</p> <p>Marks Demonstration/presentation/Quiz/ Viva-voce: 10</p> <p>Marks Project File: NA</p>	<p><b>End Term Practical Exam: 35 Marks</b></p> <p>Project File: 5</p> <p>Marks Performing Activity: 1</p> <p>5 Marks Viva-voce: 15 Marks</p>
<b>Part C-Learning Resources</b>	
<p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Chauhan, R. (2016). Drama, Art and Education. Agra: Agrawal Publications, Sanjay Place.</li> <li>• Kakkhar, R. &amp; Makkhar, R. (2018). Drama, art and aesthetics in education. Agra: Rakhi Prakashan.</li> <li>• Kumar, R. (2016). Drama and art in education. Rajasthan: Jain Prakashan Mandir.</li> <li>• Ravikant, R.K., &amp; Anand, K.P. (2019). Drama and Art in Education. Neelkamal Publications.</li> <li>• Saxena, A., Sirth, S. (2016). Drama, art and aesthetics in education. Agra: Rakhi Prakashan.</li> <li>• Sharma, R.P., Sharma, R.K. (2016). Drama and art in education. Agra: Radha Prakashan Mandir.</li> <li>• Singh, C. (2016). Drama and art in education. Agra: Vinod Pustak Mandir.</li> <li>• Ghosh, S., &amp; Banerjee, U.K. (2006). Indian Puppets. Abhinav Publications.</li> </ul>	

**SEMESTER –I**

<b>PartA–Introduction</b>			
<b>Subject</b>	<b>Education</b>		
<b>Semester</b>	I		
<b>Nameof theCourse</b>	UnderstandingIndia -I(IndianEthos andKnowledgeSystems)		
<b>CourseCode</b>	B24-ITP-107		
<b>CourseType</b>	AEC/VAC		
<b>CourseLearningOutcomes(CLOs):</b>	1. recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it, 2. apply their acquired research and critical thinking skills in multidisciplinary themes, 3. summarize and pass on their learning to their students of different Indian traditions in an easily digestible manner. 4. understand Economy and Mental health in ancient India.		
<b>Credits</b>	<b>Theory</b>	<b>Tutorial</b>	<b>Total</b>
	2	-	2
<b>ContactHours</b>	2	-	2
<b>Max.Marks:50</b>		<b>Time:1.5hrs(Theory)</b>	
<b>InternalAssessment:15Marks</b>			
<b>EndTermExam: 35Marks</b>			

**Part B-Contents of the Course****Instructions for Paper-Setter**

Paper setter will set five questions in all, out of which students will be required to attempt three questions. Q. No 1 will be compulsory and will carry 7 marks. There will be two short-answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

Unit	Topics	Contact Hours
I	<b>Introduction to the Knowledge of India: Art, Literature, Polity and Law</b> A. Definition & scope; Relevance of this knowledge. B. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization). C. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.) and Literature (Sanskrit literature, religious literature, Indian poetry, folk literature). D. Kingship & types of government. E. Basis of Law: Dharma & its sources.	15
II	<b>Economy and Health</b> A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing); B. Internal & external trade and commerce, including traderoutes, Indo-roman contacts, and maritime trade of South India; Temple economy. C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita; D. Mental health in ancient India: toward time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.).	15
<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>• Organization of day trips that help student teachers.</li> <li>• Watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them;</li> <li>• Organization of Individual and group presentations based on themes such as Polity, Law and Economy etc.</li> <li>• Organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials;</li> <li>• Interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.</li> </ul>	

<b>SuggestedEvaluationMethods</b>		
<b>InternalAssessment:15 Marks</b>		<b>EndTermExamination:</b>
ClassParticipation:	<b>4Marks</b>	35Marks
Seminar/presentation/assignment/quiz/activities/Viva-voce:	<b>4Marks</b>	
Mid-TermExam:	<b>7Marks</b>	
<b>PartC-LearningResources</b>		
RecommendedBooks/e-resources/LMS:		
1- Mahadevan.B,Pavana.R.N& Bhat.V.R (2023), Introduction to IndianKnowledgeSystem (Conceptsand Applications),PHILearningPrivate LimitedDelhi -110092Pages413.		
2- POLS-701C-Ancient Indian Political Thought – [PoliticalScience – Studocu)		
3- Ancient Indian political thought: A critical appraisal (journalofpoliticalscience.com)		
4-Kapoor,Kapil–Indian KnowledgeSystems (iitgn.ac.in)		
5Kapoor, Kapil.-Indian_Knowledge_Systems- pdf (iitgn.ac.in)		
6-IKS:ExploringIndia’sKnowledgeTraditions  IitgnNews		
7-Ghai,Pankja, VidyanidhiPublication-SanskritmeRajnaitik Chintan-		

# **SEMESTER-II**

## SEMESTER –II

<b>PartA–Introduction</b>			
<b>Subject</b>	FoundationofEducation		
<b>Semester</b>	II		
<b>Nameof theCourse</b>	ChildDevelopment&EducationalPsychology		
<b>CourseCode</b>	B24-ITP-201		
<b>CourseType</b>	CC-A2		
<b>CourseLearningOutcomes( CLOs):</b>	<ol style="list-style-type: none"> <li>1. Acquaint the student about concept and theories of childgrowthanddevelopmentat differentstagesof life.</li> <li>2. Describe the concept and theory of learning, mentalprocessoflearningalongwitheducationalpsychology.</li> <li>3. Explainmeaningandnatureofintelligence,creativity,motivation along with discuss technique to measureintelligence, fostering creativity and strategies formotivation.</li> <li>4. Understand group dynamics and apply strategies tofacilitate grouplearning.</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Tutorial</b>	<b>Total</b>
	3	1	4
<b>ContactHours</b>	3	1	4
<b>Max.Marks:100</b>		<b>Time:03 Hours(Theory)</b>	
<b>InternalAssessmentMarks:</b>	<b>30</b>		
<b>End TermExamMarks:</b>	<b>70</b>		



**Part B-Contents of the Course**

**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
<b>I</b>	<p><b><u>Dimensions of development:</u></b></p> <ol style="list-style-type: none"> <li>1. Growth and Development: Meaning, Significance and factors of understanding the process of child development.</li> <li>2. Developmental characteristics of a child during: Infancy <ul style="list-style-type: none"> <li>• infancy stage</li> <li>• Childhood</li> <li>• stage Adolescence</li> </ul> </li> <li>3. Individual differences: Concept, types, causes and educational implications.</li> </ol>	15
<b>II</b>	<p><b><u>Theories of Child Development:</u></b></p> <ol style="list-style-type: none"> <li>1. Theories of cognitive development by Piaget: Concept, stages and implications with special reference to Indian context.</li> <li>2. Theories of Social and Emotional Development by Erickson: Concept, Stages and implications with special reference to Indian context.</li> <li>3. Theories of Moral Development by Kohlberg: Concept, Stages and implications with special reference to Indian context.</li> </ol>	15
<b>III</b>	<p><b><u>Educational Psychology:</u></b></p> <ol style="list-style-type: none"> <li>1. Educational psychology: Meaning, Scope and Importance for the teacher.</li> <li>2. Psychology of learning: <ul style="list-style-type: none"> <li>• Concept and characteristics of learning</li> <li>• Factors affecting learning</li> </ul> <p>Theories of learning: 1. Trial and error theory 2. Classical Conditioning theory 3. Operant conditioning theory 4. Vygotsky Social Constructivist theory</p> </li> <li>3. Mental process of learning: Thinking Concept and types of Thinking.</li> <li>4. Memory and Forgetting: Strategies to develop memory and minimize forgetting.</li> </ol>	15

IV	<p><b><u>Nature of the Learner and Group Learning Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1. Intelligence: Meaning, Nature and Theories of Intelligence (Two factor Theory and Thurston's Group factor theory, measurement and application of Intelligence tests.)</li> <li>2. Creativity: Concept, Relationship with intelligence, technique of fostering Creativity.</li> <li>3. Motivation: Concept, Nature, Significance and Strategies for motivation.</li> <li>4. Group Dynamics: <ul style="list-style-type: none"> <li>• Classroom as a social group • Characteristics of group</li> <li>• Understanding group interaction- Sociometry</li> <li>• Strategies to facilitate group learning.</li> </ul> </li> </ol>	15
<b>Suggested activities</b>	<ol style="list-style-type: none"> <li>1. Spending day with a child and preparing a report based on our observations of children for: <ul style="list-style-type: none"> <li>• A day from different economic status (low and affluent)</li> <li>• Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.</li> </ul> </li> <li>2. Observing children to understand the styles of children learning process.</li> <li>3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.</li> <li>4. Preparing Personalized Intervention plan for students with Learning Difficulties.</li> <li>5. Plan to use advanced technology to encourage talented/gifted children.</li> <li>6. Encouraging gifted/talented students beyond the general school curriculum.</li> <li>7. Familiarization and Reporting of individual Psychological Tests.</li> </ol>	
<p><b>Internal Assessment:</b></p> <p>Class Participation: <b>05</b></p> <p>Marks Seminar/presentation/assignment/quiz/activities class test etc.: <b>10</b></p> <p>Marks Mid-Term Exam: <b>15 Marks</b></p>		<p><b>End Term Examination:</b></p> <p><b>70 Marks</b></p>

## Part C – Learning Resources

### Recommended Books/e-resources/LMS:

- Aggarwal, J.C. (2009), Essentials of educational psychology, Vikas Publishing House Pvt. Ltd.: New Delhi.
- Berk, L.E., (2000), Childhood to Adolescence. Mc. Graw Hill Company, London 2.
- Berk, L.E., (2007), Development through the Life Span. Pearson Educational, New Delhi. •
- Bhatia, K.K., (2002), Bases of Educational Psychology, Ludhiana: Kalyani Publishers.
- Chauhan, S.S. (2002), Advanced Educational Psychology, New Delhi: Vikas Publishing House.
- Collins, R. (1979), The Credential Society: An Historical Sociology of education and Stratification, New York: Academy Press.
- Dash, B.N. (2004), Theories of education and education in the emerging Indian Society New Delhi: Dominant Publishers and Distributors.
- Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi: Prentice Hall of India. •
- Sharma, K.L. (1999), Social Inequality in India: Profiles of caste, class and Social mobility, Jaipur: Rawat Publication.
- Sandra Goss Lucas, Douglas, A. Bernstein (2014), Teaching Psychology: A step-by-step guide, 2<sup>nd</sup> edition, Psychology press: New York.
- Woolfolk, A. (2012), Educational Psychology, 12/E. Pearson Publishers: New Delhi.

**SEMESTER-II**

<b>Part A-Introduction</b>			
Subject	Hindi		
Semester	II		
Name of the Course	Language II :Hindi(As per the 8 <sup>th</sup> Schedule of the Constitution of India)		
Course Code	B24-ITP-202		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p><b>Ih[kusds ifj.kke</b></p> <p>ikB~;Øeiwjkdsusds ckn] Nk= f'k{kdblesal{kegksaxs %</p> <ul style="list-style-type: none"> <li>cgqHkk"kkokndh vko';drkvkSjegÙo]cgqHkk"kkoknvkSj 'kSf{kdmifyC/k ds chplaca/k dksifjHkkf"krdjsa A</li> <li>L2esai&lt;+us] fy[kus]lquus] cksyusvkSjlkspusdh {kerkvksa dk izn'kZudjsa As</li> <li>Hkk"kkvkSjekuflddkS'kyds chplaca/k dksigpkusavkSjlHkhmn~ns';ksads fy, viusKkuvkSjdkS'kydksizHkkoh&lt;ax ls iznf'kZrdjsaA</li> <li>varj&amp;oS;fDrdlaca/k cuk,avkSjlkekftddkS'ky c&lt;+k,a A</li> </ul>		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
<b>Max. Marks: 100</b>	<b>Time: 3 Hrs.</b>		
<b>Internal Assessment: 30 Marks</b>			
<b>End Term Exam: 70 Marks</b>			

**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

**Part B- Contents of the Course**

Unit	Content	Contact Hours
I	<p align="center"><b>Hkkakk] lek vkSj h[kuk%</b></p> <p>d½} @cgqHkk"kkokn%opkfj dle&gt; vksj'kSf{k dmiyfC/k;ka]Hkk"kkfofo/krkvkSj Ulekt df  ofO/krk]Hkk"kk,;cukeckfy;k;]Hkk"kk dLk alÑfr dlpj.k]Hkk"kkvkSjfyax]Hkk"kkv  kSj igpku] Hkk"kk vkSj'k fDr] LoS/ k fudio /kkuvkSj k"Vªh;f" k{kkuhfr2020A</p> <p>[k½]Hkk"kkvf/kxzg.kvkSjHkk"kk Lh[kukAekr`Hkk"kkvksLvU;  Hkk"kkvkseHkk"kk Lh[kuk(vU;Hkk"kk, Lh[kusdykHk(Hkk"kkvkSj'k{k}igyHkk"kk]nw  LjhHkk"kkvkSjvU;d h/kkj.kkA</p>	15
II	<p align="center"><b>0;kdj.kdkle&gt;uk</b></p> <p>d½ Hkk"kk e euekuh( Hkk"kk.k /ofu;k dk oxhZdj.k L= A  Loj]O;atuvkSjvU; L izlsxeal y%ruko]fip]Loj]Loj]LojvkSjLe;( /ofud/oU;kcedrkA</p> <p>[k½ 'kCn vkSj vFkz] Hkk"kk d Hkkx] 0;kdjf.k d Jsf.k;k;( 'kCnfuekZ.k% izč;;]La;kstu]nkgjko]'kCnkoyhfuekZ.kA</p> <p>x½ okD; vkSj mld?kVd% Ljy]tfVyvkSj fefJr  okD; ('kCnkFkvkSj0;kogkfjdrk%kkfCndvFk%i;kZ;okph],avksfuehA  esjksfueh]0;kdjf.k.dvFkAHkk"kk.kvf/kfu;eA</p>	15
III	<p align="center"><b>L2esacqfu;knh]pkj d k'ky</b></p> <p>d½ mPpkj.kvkSj Lquuidle&gt; ddkS'ky[k½  i&lt;+ukvkSjle&gt; djle&gt; usdkS'ky</p>	15

	<p>x½ ys[ku iz.kkfy;k % Hkk"'.k vkSj ys[ku] ys[ku iz.kkfy;k d izdkjA</p> <p>?k½ izHkkohys[kudkS'ky]izHkkohizLrqfrvkSjckysudkdS'ky] la{ksi.kvkSjO;k[;kdS'kyA</p>	
IV	<p><b>vkykpkučedi&lt;usvkSjlkpusdkk'ky</b></p> <p>d½ vkykpkučedLkpvkSji&lt;usd?kVd%mpPlrjh; laKkukučedfodkL]vkykpkučedLksp]leL;klek/kkuvkSjrdLaxriwNrKNA</p>	15
	<p><b>lq&gt;kokčedvH;k</b></p> <p>1- fjdKNZfd,x,Hkk"'.k.dkLquvkSjbl/ofu;kdvk/kkjijoxhZŃrdj%Loj]0;atu vkSjvU;(lqijLslesaVy%ruko] fiip]Vksu]baVksus'kuvkSjtaD'ku(/ofud/oU;kčedrkA</p> <p>2- fyf[krdk;ZLLjy]tfVvyvkSjefJrokD;ksd:ieokD;ksvkSj mud?kVdkdk fo'ys".kdjA</p> <p>3- fdLhHkk'lanHkeL1vkjL2dhHkk"kk lajpukdhrqyukdjvkSjmlldfo'ys".kdj ¼okD;foU;kL"'.kCnkFk'kCnkFkvkSj/ofu½</p> <p><b>yu&amp;nudklq&gt;kokčedrjhdK%</b></p> <p>bLiB;Øedki&lt;+usebaVjSiDVo0;k[;ku]V;wksfj;yvkSjppk]jksyls]ilstD V]fLeqys"ku]dk;Z'kkkyk,avkSjHkk"kk&amp;tkx:drkxfrfok/k;ks tSIO;kogkfjdfE.k'kkfeygkaxsA;gf'k{k.k.d{kkeppkd'kkfeydjrsqg,Lh[kusdfy,xgun`f"Vdks.kdkbjknkj[krkg]Nk=kdchpegUoiw.kLkp@leL;kly&gt;kusdh{kervkdkfodfLrdjrkvkvSjmuFL kfr;ksijHkh/;kud#inzrdjxktgkgekjnsfudthou0;fDr,sldk;Zdjgkgsxkf tLeHkk "kkdS'kydiikŃfrd,dhdj.k'kkfeygANk=kLvis{kktkrhgfdol=LigysufnZ"V v/;k;@ys[ki&lt;vkSjilB;Øeenk=kdhLfØ;Hkkxhknkjhdhvk'o'; dr'kA</p> <p><b>fopkjškrtdeü;kdudkrjhdK%</b></p> <p>f'k{kFk'ldkewY;kadueq[;:ilijh{k.kkvvkSjijh{k.kizdkjka]</p> <p>lewgdk;ZvkSjifj;kstukvkdhcSVjhdmi;ksxdjdHkk"kkbvkSjLapkdS'ky'kynksusa dewY;ka duijvk/kkfjrgksxkA</p>	

	<p><b>iq&gt;kokčediBulkezh%</b></p> <p>f'k{k.kf'k{k{kFkZ;kdhvko'; drkvkSjLh[kusdhLkexzhd</p> <p>vuqlkjfdric@i&lt;+usdkLq&gt;konsLdrgA</p>	
<b>SuggestedEvaluationMethod</b>		
<p><b>Internal Assessment : 30</b></p> <p><b>marksClassParticipation:5mark</b></p> <p>s</p> <p><b>Demonstration/Presentation/Quiz/activities/Viva-voce:10marks</b></p> <p><b>Mid-TermExam:15marks</b></p>	<p><b>EndTermExamination</b></p> <p>: 70marks</p>	
<b>PartC–LearningResources</b>		
<p><b>lanHkxzUFklwph</b></p> <ul style="list-style-type: none"> <li>• mek]eaxy]¼2008½]fgUnhf'k{k.k.]ubfnYyh%vk;ZcqdfMik</li> <li>• d'; ij]s.kq]¼2001½, jktHkk"kk fgUnhdLo: ifo'y'k.k.]iVuk%ftKkLid'ku]&gt;syevikVZesl</li> <li>• dqekj]; ksxs'k¼2004½]vk/kqfudfgUnhf'k{k.k.]ubfnYyh%, ñihñ, pñifCyf'kaxdkSjksjs'kuik.Ms; ]jke'kdy]¼2004½]uw</li> <li>• rufgUnhf'k{k.k.]vkxj]k%fouksniLrdefUnj</li> <li>• ikjhd]eerk¼2006½]fgUnhf'k{k.k.]ij%dyiukifCyds'kUlpknisycktkj</li> <li>• HkkfV;k]dyk'kpUn, oeksrhykyprqonh¼2001½]fgUnhHkk"kkfodkLvkSjLo: i]ubfnYyh %xzaFkvdkneh</li> <li>• O;klHkxorhyky, oonizdk'k]¼2004½]fgUnhf'k{k.k.]du;vk;ke]vkxj]k%j/k/kkid'k'kuefUnj</li> <li>• flg] fujatu dqekj ¼2006½] ek;/fed fo ky;k e fgUnh f'k{k.k.] jktLFkku% fgUnh xzUFkvdkneh]fryduxj</li> <li>• d{kf=;k]ekr`Hkk"kkf'k{k.k.]fouksniLrdeafnj]vkxjk</li> <li>• ddLq[k;k]fgUnh/ofu;kykSj mudk'k{k.k.]jkeukjk; .kyky]bykgkcknt;ukjk;.kdks'kd]'kq</li> <li>• )fgnhys[ku]vk;ZcqdfMik]djksyckx]ubfnYyhHkkykukFkrokjh]Hkk"kk&amp;foKku]fdricegy]by</li> <li>• kgkckn</li> <li>•</li> </ul>		

**SEMESTER-II**

<b>Part A-Introduction</b>			
Subject	Sanskrit		
Semester	II		
Name of the Course	Language II :Sanskrit(As per the 8 <sup>th</sup> Schedule of the Constitution of India)		
Course Code	B24-ITP-203		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p><b>f'k{k.kifj.kke</b></p> <p><b>ikB~;ØealEiUuaÑčokNk=f'k{kdk% 1-</b></p> <ul style="list-style-type: none"> <li>• cgqHkkf" kdrk;k% vko';drkaegUoa p] cgqHkkf" kdrk;k% 'kS{kf.kdf) s% p IEcU/ka ifjHkk" k;Ur qA</li> <li>• L2] 2019 bč;=iBu&amp;ys[ku&amp;Jo.k&amp;dFku&amp;fpUru&amp;{ke rkaizn'kZ;fUrA</li> <li>• Hkk"kk;k% ekuflddkS'kyL; p IEcU/ka KkčoklosZ" kkaiz;kstukFk± rs" kkaKkuadkS'kya p izHkkoh:is.kizn'kZ;fUr]</li> <li>• vUrjO;fDrxrIEcU/kfuekZ.kalkekftddkS'k yap o/kZ;fr A</li> </ul>		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max.Marks : 100	Time:3 Hrs.		
Internal Assessment:30 Marks			
End Term Exam:70 Marks			



**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

**Part B- Contents of the Course**

Unit	Content	Contact Hours
I	<p align="center"><b>Hkkakk]lekt%fk{k.kp</b></p> <p>d- f}&amp;@cgHkkf"kdrrk%vo/kkj.kkčele&gt;%rFkk"k{kf.kdmiyC/k,;%]Hkk"kkfofo/krrrFkkLlekftdfofo/krrk%Hkk"kkcukeckyh]Hkk"kkdkLkLÑfr dlpj.k]Hkk"kk,ofyx,oigpku]Hkk"kk,o"kfDr]Lo/kkfudiko/kku ,ojk"Vh;f"k{kkuhfr2020</p> <p>[k- Hkk"kkf/kxg.kHkk"kkf"k{k.k.pAekrHkk"kkh;%vU;Hkk"kkH;% Hkk"kkf"k{k.ke(vU;Hkk"kkf"k{k.kL;ykHkk%(Hkk"kk,of"k{k}iFkeHkk"kk]f}rh;Hkk"kkvfnhdh/kkj.kkA</p>	15
II	<p align="center"><b>0;kdj.kvoxč;</b></p> <p>d- Hkk"kk;keuekufurk(oxhdj.kokD/ou;%L=k%ALojk%] 0;tuk%]vU;p]vfr[k.Mkčedk%ruk%]Loj%] Loj%]Loj%]Lf/k%p(/ofu/oU;kčedrka</p> <p>[k- "kCn%vFk%p(okDHkkxk%]0;kdjf.kdoxk%("kCnfuek.k %ič;)]lekL]iuxi.k]"kCnkoyhfuek.kA</p> <p>x- okD;rL;?kVdp%Ljy]tfVy]lekLokD;p( "kCnFk,o0;kogkfjdrk%"kkfCndvFk&amp;i;k;okph] foyke"nCnAejkfueh]0;kdjf.kdvFkAokdÑč;eA</p>	15
III	<p align="center"><b>L2bč;fLeueyHkir]xpjkdk"kye</b></p> <p>d- ,dmPpkj.kJo.kpvoxeudk"kye</p> <p>[k- iBu&amp;iBu&amp;voxeu&amp;dk"kye</p> <p>x- y[kui.kkY;k%okdy[kue]y[kui.kkY;k%idkj k%A</p>	15

	?k- iHkkohy [kudk"ky]iHkkohiLrfrFkkHkk" k.kdk"ky] Ljk"kh dj.krFkijYftxdk"kyeA	
IV	<b>leh{kkčediBu&amp;fpUru&amp;dkl"kye</b>  d- vkyk pukčedfpUruL; iBuL; p?kVdk%% mPpLrjh; LKkukčedfodkL%]vkyk pukčedfpUrue] leL; kfujkdj.krFkkrdLxrfkKkLkA	15
	<b>l&gt;kokčedvH;k l</b>  1- vfHkyf[kr Hkk" k. k "k.k.r] rL; oxhdj.k /ofuuke vk/kkj.k.doUr%Lojk%]0; tuk%]vU;p% suprasegmental % ruko%] Loj%] Loj%] Loj%] LfU/k% p( /ofud /oU; kčedrka  2- fyf[krdk;r% okD;kuk r"kk ?kVdkuk p l j y] tfVy]lekLokD;pbf rfo"y" k.k.doUrA  3- dfLeuvfiLUnHkL1rFkkL2bč; r;k%Hkk"kk Ljpuk;k% ryukfo"y" k.k.pdoUr¼syntaxxsemanticsmorpheme and sound½  0; ogkjL; l>kokčed% i idkj%  vL; ikB; ØeL; v/; k iukFk v urj f Ø; k" kh y 0; k[; kukuk] ikB; ØeL; ]0; kogkfj dL; pfeJ.kHkofr; Fkkppk] Hkfedkfuokg%]ifj;k tuk]vudj.k]dk; "kkyk%] Hkk"kk&t kx: drk&fØ; kdyk ik% pAf" k{k.k.L; vfHk ik; %vflr;r d{k;k; k%vUr%ppk]Nk=k.kke/; leh{kkčedfpUrL; @ leL; kfujkdj.k{k erkukfodkL%]f" k{k.k.L; xgurjn f"Vdk.k% HkofrrFkkprkLi f j fLFkfr"kvfidUnhHk r kHkfo"; fr;= vLekdnufUnut houdÛpudk; kf.kfuogfrL; kr; "kHkk"kkdk"kyL; LokHkkfo d, dh dj.kHkofrNk=k.kkL=krio fu; Drk%v/; k; k%@y[kk%ifBrvi f{k r k%LfUrrFkkipiB; ØeNk=k.kkLfØ; Hk kxh nkjh vko"; dhHkofrA  l>kkokčed%eü; k³ dufof/k%  f"kf{kdk; k%eY; k³ due[; r; k ij h{k.k.L; rFkijh{k.k idkjL; ]le gdk; L; ifj; k tuk; k%pcVjh bč; L; mi; kxuHkk"kkfoKkuL; Lpkj d"kyL; peY; k³ duL; vk/kkj.k	

	<p>Hkfo"; frA</p> <p>l&gt;kokčediBu lkexh</p> <p>f" kξk d k% f" kfξk d k. kk vko"; drku Lkj f" kξk. k Lkexh</p> <p>piLrdkfu@ikBkfulpf; r" k DuofUrA</p>	
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<b>SuggestedEvaluationMethod</b>	
<p><b>Internal Assessment : 30 marks</b></p> <p><b>ClassParticipation: 5mark</b></p> <p>s</p> <p><b>Demonstration/Presentation/Quiz/Activities/Viva-voce: 10marks</b></p> <p><b>Mid-TermExam: 15marks</b></p>	<p><b>EndTermExamination: 70marks</b></p>
<b>PartC–LearningResources</b>	
<p><b>lq&gt;kokčediBul kexzh</b></p> <ul style="list-style-type: none"> <li>• f'kξk d k% f' kfξk d k. k. l vko"; drku q Lkj f' kξk. k Lkexzh piLrdkfu@ikBkfulqpf; rqa' k DuofUrA</li> <li>• vk lVs] Mhñthñ, oe' Mksxj¼1980½ VhfpaxvWQ L alÑr bu lds. Mjh Ldy] cM+ kSnk% v kpk; Zc qdf MikA</li> <li>• dkyj], eñvkjñ] gk; j l alÑr xzkej</li> <li>• xouZeSUVvkWQbf. M; k% f j iWZvkWQ L alÑr deh' kuA</li> <li>• ik. Ms] vkjñ, lñ¼2000½] L alÑr f" kξk. k] v kxj k% foukni Lr defUnujA</li> <li>• fe lky] L Urks' k] L alÑr f' kξk. k] esj B% v k j y k y cdf MikA</li> <li>• fe J] i z h k k " kadj] L LÑr &amp; f' kξk. kA</li> <li>• cksí dy, oe i j l fud], ñU; w, i j k p W L LÑr] i wuk% y d l g i z S l Q k; k] j ? k q u k F k] L alÑr &amp; f' kξk. k</li> <li>• ] p. M h x &lt; % g f j ; k. k k L k f g c ; v d k n e h</li> <li>• f l g], lñ Mhñ, oe' ke k¼1999½] L alÑr f" kξk. k] v k x j k% j k / k k i d k' k u e a M h' k k l = h, oe' k k l = h] L alÑr f' kξk</li> <li>• . k] t; i q j % j k t L F k k u i z d k' ku</li> <li>• g q Q j s d j n i i z s c y e v k W Q V h f p a x v k W Q L LÑr</li> </ul>	

**SEMESTER-II**

<b>PartA–Introduction</b>			
Subject	English		
Semester	II		
Nameofthe Course	Language II: English (as per 8 <sup>th</sup> ScheduleofConstitutionofIndia)		
CourseCode	B24-ITP-204		
CourseType	AEC/VAC		
CourseLearningOutcomes(CLOs):	Aftercompletingthe course,studentteacherswillbeableto: <ol style="list-style-type: none"> <li>1. Define the need and importance ofmultilingualism, the relationship betweenmultilingualismandscholasticachievement.</li> <li>2. Demonstratereading,writing,listening,speaking,an dthinkingabilitiesinL2.</li> <li>3. Recognizethelinkbetweenlanguageandmental skillsanddemonstratetheirknowledgeandskill seffectivelyforall purposes.</li> <li>4. buildinter-personalrelationshipsandenhancesocialskills</li> </ol>		
Credits	Theory	Tutorial	Total
	3	1	4
ContactHours	3	1	4
<b>Max.Marks:100</b>		<b>Time:3Hours</b>	
<b>InternalAssessmentMarks:30MarksE</b>			
<b>ndTermExamMarks:70 Marks</b>			

**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

**Part B-Contents of the Course**

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<p style="text-align: center;"><b>Language, Society, and Learning</b></p> <p><b>A. Bi-/Multilingualism:</b> Conceptual Understanding and Scholastic Achievements, Language Variation and Social Variation; Languages Versus Dialects, Cultural Transmission of Language, Language and Gender, Language and Identity, Language and Power, Constitutional Provisions and National Education Policy 2020.</p> <p><b>B. Language Acquisition and Language Learning.</b> Language Learning from Mother Tongues to Other Tongues; Advantages of Learning other Languages; Language and Education, Notion of First Language, Second Language and Others.</p>	15
II	<p style="text-align: center;"><b>Understanding Grammar</b></p> <p><b>A. Arbitrariness in Language;</b> Classification Sessions of Speech Sounds. Vowels, Consonants, and Others, Suprasegmental: Stress, Pitch, Tone, Intonation, and Juncture; Acoustic Phonetics.</p> <p><b>B. Word and Meaning; Parts of Speech, Grammatical Categories; Word Formation: Affixation, Compounding, Reduplication, Vocabulary Building.</b></p> <p><b>C. Sentence and its Constituents:</b> Simple, Complex, and Compound Sentences; Semantics and Pragmatics: Lexical Meaning- Synonymy, Antonymy. Meronymy, Grammatical Meaning. Speech Acts</p>	15

III	<p align="center"><b>Basic Communication Skills in L2</b></p> <p><b>A.</b> Pronunciation and Listening Comprehension Skills</p> <p><b>B.</b> Reading and Reading Comprehension Skills</p> <p><b>C.</b> Writing Systems: Speech and Writing, Types of Writing Systems.</p> <p><b>D.</b> Effective Writing Skills, Effective Presentation and Speaking Skills, Summarizing and Paraphrasing Skills.</p>	15
IV	<p align="center"><b>Critical Reading and Thinking Skills</b></p> <p><b>A.</b> Components of Critical Thinking and Reading: High Order Cognitive Development, Critical Thinking, Problem Solving and Rational inquiry.</p>	15
Suggested Activities	<p>1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.</p> <p>2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.</p> <p>3. Compare and analyze the language structure of L1 and L2 in any context (syntax semantics morpheme and sound)</p>	
<b>Suggested Evaluation Methods</b>		
<p>Internal Assessment: 30 Marks</p> <p>Class Participation: 05 Marks</p> <p>Demonstration/presentation/quiz/viva voice: 10 Marks</p> <p>Mid-Term Examination: 15 marks</p>		<p>End Term Examination: 70</p>

## Part C-Learning Resources

- Donald L. Barnes (2001). Critical reading and thinking skills. Phoenix learning resources.
- Ingo Plag (2003). Word formation in English. Cambridge University Press
- Christain Chuen Meng Goh, Rita Silver (2006). Language Learning. Pearson
- P. Kiranmai Dutt and Geetha Rajeevan (2007). Basic communication skills. Cambridge University Press.
- Françoise Grellet (1981). Developing Reading Skills. Cambridge University Press.
- A.R. Kidwai, Sherin Shervani. Writing skills: Methods and Practice. Viva Books Originals.
- Martin Hewings (2013). Advanced English Grammar. Cambridge University Press.
- Raymond and Murphy (2009). Intermediate English Grammar. Cambridge University Press.

**SEMESTER-II**

<b>Part A-Introduction</b>			
Subject	Punjabi		
Semester	II		
Name of the Course	Language-II :Punjabi(As per the 8 <sup>th</sup> Schedule of the Constitution of India)		
Course Code	B24-ITP-205		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p>e fvNl4nfXeswn el100</p> <p>;w ;NoLSil(n do Bl'n el100)</p> <p>;wK3xN</p> <p>f;yDdBshil</p> <p>eo; gok eoB s pknD,</p> <p>ftfdnkoElnfxnkgefJjeoBd : rjD</p> <p>rl</p> <ul style="list-style-type: none"> <li>• pj[-GkFkJhtkddhbVnswjssk~ gfoGkfFseo,pj - GkFkJhtkdnstfdnegkshftueko;pX</li> <li>• l2ftugVB,fbyD,;DB,pbDns ;uDdhnk: rsktdkg doFBeo,</li> <li>• GkFknswkBf;ej Bodftueko;pX~ gSkDBkns;koTdFkjbJhngDfrnkBnsjBo~g GktFkbhYrBkbgdofFseoBk,</li> <li>• nso-fBih;pXpDkTDkns;wkiejBo ~tXkTDk</li> </ul>		
Credits	Theory	Tutorial	Total
	3	1	4
	3	1	8
Contact Hours			
Max.Marks : 100	Time:3 Hrs.		
Internal Assessment:30MarksE			
nd Term Exam:70 Marks			



**Instructions for Paper-Setter**

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

**Part B- Contents of the Course**

Unit	Content	Contact Hours
I	<p align="center"><b>GkFk,;wkinsf;ybkjh</b></p> <p>A. d\$pj GkFhtkdl; ebfg; wMnsf dtskswegkgshnk, GkFkgf otosBns; wkfi egfotosBIGkFktkpBkwTgGkFktK, GkFkd; f Gnkukoe; uko, GkFknsfbr, GkFknsGskD, GkFknsFesh ;ftXkBeftt; EktKnsokFNohf; fynkBhsh2020i</p> <p>B. GkFkgkgshnsGkFkf; yDk, wksGkFktksj oGkFktks eGkFkf; y Dklj oGkFktkf; yDdckfJdl GkFknsf; fynk, gfj bhGkFkdhXkoBk, dihgkfknsjoi</p>	15
II	<p align="center"><b>ftnkeoB-;wMDk</b></p> <p>A. GkFftuwBwkBhl; ghuxBhndkto rheoB; FBi ;to,ftniBnsjo,; go; rw NblsDkn,fgu, NB,XB,nsieuoIXBhXBhftfrnkBi</p> <p>B. FpdnsnoElGkFDdfj; ,ftnkeofBeF,DhnKIFpdpDsolnche FB, egkTfvr, rvgbhe FB, Fpdktbhfpbfvri</p> <p>C. tkensfJ; dssl; ob, rMbdko, nsfwFfostkelnoE-ftfrnkBnsfttjkoesklFpdktbhdk noE; wkBkoEh,ftoXh, w o Bhwh,ftnkeofBenoE, ;ghuneNi</p>	15
III	<p align="center"><b>L2ftupfBnkdh; ukobjBo</b></p> <p>A. fJ eTukoBns; DBdh; wMdjBo</p> <p>B. gVBns gVBdh; wMdjBo</p> <p>C. okJhfNr f;; Nw L ;ghu nv okJhfNr, Nkjhgrf; ;Nw}dhnkfe; wk</p> <p>D. gGktFkbhfb yDdjBo, gGktFkbhg FekoInS</p>	15

	p bDdj Bo,; ygnsfntnkfynkdj Boi	
IV	<p style="text-align: center;"><b>Bk}egVBns; uDdj Bo</b></p> <p>A.</p> <p style="text-align: center;">feNhebEfe rnsolhvrdegB N;lJkhnkovopX ksweftek; nkb uBkswe; u,; wf; nkj bnssoeFhbgSf rSi</p>	15
	<p style="text-align: center;"><b>; MkndDtikbnfGnk;</b></p> <p>1H</p> <p style="text-align: center;">foekovehsGkFD~; DnsfJ; ~XBhnKd nkXko#storhfe seol; to,ftn iBnsj olsuprsegmentll sDkn,fgu,NB, intontion, nsieuoIXBhXBhftfrnkB</p> <p>2H</p> <p style="text-align: center;">fbyshe wstkeKnsTjBkdfj f; nKdk; XkoB, r MbdkonsfwFfostketi ftFbFDeoi</p> <p>3H</p> <p style="text-align: center;">fe; th; doGftul1nsl2dhGkFkpDsodh s bBkeonsftFbFDeo(; Ne; noEftfrnkBognsnkt})</p> <p><b>bD-dDdk; Mknwv</b></p> <p style="text-align: center;">fJ; eo; ~gVkTDftufJ Non efNtbeuo, fNTNfonbnsftjkoeFkwbj Drfitfeuouk, obgb, gi eN, f; wbf B, toefkgKnsGkFk- ikroeskrshftXhnK infXnkgBdkfJokdkf; yDbJhvxhgj udk fJokdkoydkjfi; ftuebk; owftuuoukFkwbj dhj, ftdnkoEhnkftu nkb uBkswe; u\$; wf; nkj BeoBdhnK: rsktdkftek; j dkjnsTjBK ; fEshnK#sthfXnkBe dsehsikdkjfiE; kvo}kBkihBftueJhftnes hnfi jekoieofojkj dkjfi; ftuGkFkd j BodkedoshJ eheoDFkwbj dkj iftdnkoEhnks ; FBsgfjbkfBoXkosnfXnkJ \$bygVBdhtwhdehshikdhjnseo; bJ hftdnkoEhnkdh; orowGkrhdkohdbVj dhj</p> <p><b>; MkndDtibwbkeDdkYr</b></p> <p style="text-align: center;">f; fynkoEhdkwbkeDwys o#sN; NknsN; N fe; wk, rogtuensg i eNkdhp Nohdhtos eodjJ GkFkJhns; ukohj Bodtkdw bkeD#snXkosj trki</p> <p><b>; MknngVBtkbh; wroh</b></p> <p style="text-align: center;">nfXnkgef; fynkoEhnKnsf; yDdh; wrohdbVnB; kofeskpK\$gVBdk ; Mknd; edjB</p>	

SuggestedEvaluationMethod	
Internal Assessment : 30 marksClassParticipation: 5marks Demonstration/Presentation/Quiz/Activities/Viva-voce:10marks Mid-TermExam:15marks	EndTermExamination:70marks

PartC–LearningResources	
1. ;toBf;x(;gk.)	rop]F f;x l ghs ;;ko, gikph nekdwh, fdbh,1991
2. fjwsf;x;Yh	rop]F f;x ghsbVh fJe nfXnB, berhs gekFB,uvhrV,1987
3. feogkbf;xe;b	nkXfBerdeko,ebdigg;;nfwso
4. ebtsf;x	gilph tkose l ;uko s ftjko, oth ;kfjsggekFB,nfwso
5. Xowgkbf;rb	tkoseFbh,GkFkftGkrgikp,gfNnkbk
6. fgnkok f;x dskk ns nihs f;x (;gk.)	rop]F f;x l ebk s F];hns, BFBbp eFkg,fd bh,1973
7. pbthof;xfdb	gilph fBpX l ;og f;Xks s ftek;, gikph : Bhtof;Nh,gfNnkbk,1991
8. nfwsgkbeo(;gk.)	thjth ;dh dh gilph eftsk, gikph : Bhtof;Nh,gfNnkbk,2005
9. ;fjdopho	fFt ewko l ihtB s ouBk, tkfo; FkjckTvFB,nfwso
10. ;fsdof;x	nkXfBe gilph ekft og nfXnB, ro BkBedt: Bhtof;Nh,nfwso
11. eowihsf;x	nkXfBe gilph ekft-XkottK d ftukoXkokJhnfXnB,roBkBedt: Bhtof; Nh,nfwso
12. ntBkFeo	gilph oyk fuso l ;og ns ;ko, gikph : Bhtof;Nh,gfNnkbk
13. ;fodoewkodtFto	nkXfBe gilph fposks, berhs gekFB, uvhrV,2012
14. ;fjdof;xpdh	gikp dh beXkok, BFBb pe Ni;N, fJvhnk, 1999

- |     |   |  |
|-----|---|--|
| 15. | feogkb f;x e;b, rfpd f;x bkp ns gofwdof;x L gikph ;kfjs dh<br>Tsgsh s ftek;, bkjo pe Fkg,<br>bfXnkDk,1974 |  |
| 16. | i;ftdof;x   | gikph;fGnkukolgSkDfuB,ro;hn;pe;,<br>gfNnkbk,2012 |
| 17. | ifrdof;xeo  | be:kBFk;so,gikph: Bhtof;Nh,gfNnkbk               |

## SEMESTER-II

<b>PartA–Introduction</b>			
<b>Subject</b>	<b>Education</b>		
<b>Semester</b>	II		
<b>Nameof theCourse</b>	UnderstandingIndia-II(IndianEthosand KnowledgeSystems)		
<b>CourseCode</b>	B24-ITP-206		
<b>CourseType</b>	AEC/VAC		
<b>CourseLearningOutcomes(CLOs):</b>	Afterthe completionofthecourse, studentswill beableto: 1. recognizethevastcorpusofknowledgetraditionsof India,whiledevelopingan appreciation forit. 2. applytheir acquiredresearchandcriticalthinkingskills inmultidisciplinarythemes. 3summarizeandpassontheirlearningstotheirstudentsofdiffer entIndiantraditionsinaneasilydigestiblemanner. 4.UnderstandEthics,Values,Culture-Lifestyleand Linguistic Traditions.		
<b>Credits</b>	<b>Theory</b>	<b>Tutorial</b>	<b>Total</b>
	2	-	2
<b>ContactHours</b>	2	-	2
<b>Max.Marks:50</b>		<b>Time: 1.5hrs</b>	
<b>InternalAssessment: 15Marks</b>			
<b>EndTermExam: 35Marks</b>			

<b>PartB-Contentsofthe Course</b>		
<b><u>InstructionsforPaper-Setter</u></b>		
<p>Paper setter will set five questions in all, out of which students will be required to attempt three questions. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 3.5 mark each to be selected from the entire syllabus. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.</p>		
<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I	<p><b>Philosophy, Ethics &amp; Values: Schools of Philosophy and Science &amp; Technology</b></p> <p>A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.</p> <p>B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).</p> <p>C. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.</p> <p>D. Arithmetic and logic.</p> <p>E. Astronomy: India's contribution to the world.</p> <p>F. Technology in the economy: agriculture, transportation, etc.</p>	15
II	<p><b>Culture-Lifestyle and Linguistic Traditions</b></p> <p>A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).</p> <p>B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).</p> <p>C. Sports (traditional Indian sports, martial arts, sports, and gender, sports &amp; globalization).</p> <p>D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.</p> <p>E. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.), Language: Identity, culture, and History.</p>	15
<b>Suggested activities</b>	<p>Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets &amp; writers of Indian literature.</p> <ul style="list-style-type: none"> <li>• Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.;</li> <li>• Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussion that help identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.</li> </ul>	

<b>Suggested Evaluation Methods</b>	
<b>Internal Assessment: 15 Marks</b> Class Participation: 4 Marks Seminar/presentation/assignment/quiz/activities/Viva-voce: 4 Marks Mid-Term Exam: 7 Marks	<b>End Term Examination: 35 Marks</b>
<b>Part C-Learning Resources</b>	
<p><b>Recommended Books/e-resources/LMS:</b></p> <p>1- Mahadevan.B, Pavana.R.N &amp; Bhat.V.R(2023), Introduction to Indian Knowledge System (Concepts and Applications), PHI Learning Private Limited Delhi -110092 Pages 413.</p> <p>2- POLS-701C-Ancient Indian Political Thought – [Political Science– Studocu]</p> <p>3- Ancient Indian political thought: A critical appraisal (journal of political science.com) 4- Kapoor, Kapil– Indian Knowledge Systems (iitgn.ac.in)</p> <p>5 Kapoor, Kapil-. -Indian_Knowledge_Systems- pdf (iitgn.ac.in) 6-</p> <p>IKS: Exploring India's Knowledge Traditions   Iitgn News</p> <p>7- Ghai, Pankaj, Vidyanidhi Publication- Sanskrit me Rajnaitik Chintan-</p>	

## SEMESTER-2

<b>PartA-Introduction</b>			
<b>Subject</b>	Education		
<b>Semester</b>	II		
<b>Nameof theCourse</b>	TeacherandSociety		
<b>CourseCode</b>	B24-ITP-207		
<b>CourseType</b>	AEC/VAC		
<b>CourseLearningOutcomes(CLO):</b>	<p>After completion of the course, student teachers willbeable to:</p> <ol style="list-style-type: none"> <li>1. examinetherelationshipbetweenteacherbeliefs, values, character, life history, socialandculturalcontextandteachingcritically</li> <li>2. explain the teacher roles and characteristics;thepersonalandprofessionalself;theteacher as a communicator, the charismaticinfluencer,thereflectivepractitioner,competent, learner and much more and theirsignificantrolein nurturingtheposterity.</li> <li>3. demonstrate an ability to critically reflect onpersonalandcollectivepracticesoastoimprovelearningand teaching,</li> <li>4. conceptualize teacher agency, its individual,contextual,andstructuraldimension sandhowitgetsimpactedandinturnshapededucation.</li> </ol>		
<b>Credits</b>	<b>Theory</b>	<b>Tutorial</b>	<b>Total</b>
	2	-	2
<b>ContactHours</b>	2	-	2
<b>Max.Marks: 50</b> <b>InternalAssessment: 15MarksE</b> <b>ndTerm Exam:35 Marks</b>	<b>Time: 1.5hrs(Theory)</b>		



<b>PartB-Contents ofthe Course</b>		
<b>InstructionsforPaperSetter</b>		
Paper setter will set five questions in all, out of which students will be required to attemptthree questions. Q. No 1 will be compulsory and will carry 7 marks. There will be two short -answer type Questions of 3.5 marks each to be selected from the entire syllabus. Two longanswer type questions will be set from each of the two units, out of which the student will berequiredtoattemptonequestionfromeachunit.Long-answerquestionswillcarry14 markseach.		
<b>Unit</b>	<b>Content</b>	<b>ContactHours</b>
I	<p><b>UnderstandingandNurturingTeacherforH uman Flourishing</b></p> <p>A. Exploring the Personal and General Social Contextof Teacher: Life History, Teacher Beliefs, Valuesand Aspirations,DiverseIdentities,SocialContexts and Commitment to Learning andEducation.</p> <p>B. ExploringtheProfessionalTeacher:Qualificati ons,Educationinteaching,Attitude,Experience andExposure.</p> <p>C. The Charismatic Teacher, the CommunicatorTeacher,TheMissionaryTeach er,TheCompetentPractitioner,TheReflectiveP ractitioner,The LearningTeacher.</p> <p>D. Teaching:Oneprofession,manyroles</p> <p>E. TeachingCharacter:NurturingTeachersforH umanFlourishing.</p>	15
II	<p><b>RoleofTeacherinshapingEducationSystemsandSoc iety ofTomorrow</b></p> <p>A. ConceptofTeacherAgency.</p> <p>B. Individual,CulturalandStructuralDimensionsofTe acherAgency.</p> <p>C. ChallengesandIssuesinfosteringTeacherAgen cy:Non-academicengagements,Systemic apathy, Policy and Practice gapsandothers.</p> <p>D. RoleofTeacherinshapingtheeducational policy,practice,andreforms</p> <p>E. BeingaCriticalTeacher:Raisingdebatesaround rapid technological advancement andimpactonindividual,familyand sociallife.</p>	15
Suggested Activities	<p>1. Casestudyofanyoneteacher educationInstitution.</p> <p>2. Writeabiographyofanyoneofyourfavourite teachers/ Educationists.</p> <p>3. Anyother projectassigned byHEI.</p>	
<b>SuggestedEvaluationMethods</b>		
InternalAssessment:15 Marks ClassParticipation:4 <b>MarksSeminar/presentation/assignment/quiz/ac tivities/Viva-voce:4Marks</b> Mid-TermExam: <b>7Marks</b>	EndTermExamination:35 Marks	

## Part C-Learning Resources

### Suggested Readings

- Ball, S. J. (2012). *Global Education Inc: New policy networks and the neo-liberal imaginary*. Routledge.
- Biesta, G. (2016). *Good education and the teacher: Reclaiming educational professionalism*. In J. Evers & R.
- Brasche, I., & Harrington, I. (2012). Promoting teacher quality and continuity: tackling the disadvantages of remote Indigenous schools in the Northern Territory. *Australian Journal of Education*, 56(2), 110-125.
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604-625.

\*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.