



# **PREM CHAND MARKANDA S.D. COLLEGE FOR WOMEN, JALANDHAR CITY**

**Re-accredited 'A+' grade (2<sup>nd</sup> Cycle) by NAAC Bangalore**

**A unique prestigious Post Graduate Institution of Northern India**

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## **DEPARTMENT OF B.A.B.ED**

### **TEACHING PLAN**

**(Session 2025-26)**

#### **B.A. B.ED 4 Years Integrated Programme**

| <b>Program Outcome:<br/>PO No.</b> | <b>Upon Completion of the B.A.B.Ed. Programme, the<br/>graduates will be able to:</b>              |
|------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>PO.1</b>                        | Gain deep knowledge of Arts subjects along with modern teaching- learning methods                  |
| <b>PO.2</b>                        | Develop effective classroom management, lesson planning and use of ICT in Education                |
| <b>PO.3</b>                        | Inculcate human values, inclusivity, democratic principles and professional ethics                 |
| <b>PO.4</b>                        | Engage in school internships, action research and community activity for real classroom experience |
| <b>PO.5</b>                        | Prepare for teaching jobs, competitive exams, and advanced students in Education                   |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Environmental Education**  
**Faculty Name: Ms. Rachana Kumari Ralhan**

| TOPIC                                                                                                                                                                                                | DURATION        | TEACHING TOOLS                                                                                                                                          |
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| 1. Environmental Education: Concept, Objectives<br>2. Need of Environmental Education, Guiding Principles<br>3. Concept of Ecology<br>Concept of Environment                                         | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture Based Teacher Learning</li> <li>• Expeditionary Learning</li> </ul>                                    |
| 1. Biosphere<br>2. Community<br>3. Population<br>4. Ecosystem<br>5. Structural and functional components of Eco System<br>6. Abiotic Components<br>7. Biotic Components<br>8. Food Chain<br>Food Web | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture Based Teacher Learning</li> <li>• Learning Through Problem Solving</li> <li>• Peer Teaching</li> </ul> |
| 1. Concept of Climate Change<br>2. Air, Soil, Water, Noise Pollution<br>3. Sources of Pollution<br>4. Effect and control of Pollution<br>5. Green House Effect<br>Ozone Layer Depletion              | <b>March</b>    | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Lecture Based Teacher Learning</li> <li>• Inquiry Based Learning</li> </ul>        |
| 1. Need and Sensitization                                                                                                                                                                            | <b>April</b>    | <ul style="list-style-type: none"> <li>• Peer Teaching</li> </ul>                                                                                       |

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| <p>learners towards concerns of environmental conversation</p> <ol style="list-style-type: none"> <li>2. Various school subjects</li> <li>3. Co-curricular activities</li> <li>4. Various ways and means of protection and preservation of environment with special reference to a forestation and solid waste management</li> </ol> <p>Role of Government, Non-Government organization and people movements in protection and preservation of environment</p> |  | <ul style="list-style-type: none"> <li>• Lecture Based Teacher Learning</li> </ul> |
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#### **Course outcome**

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| <b>CO.1</b> | Reflect upon the concept and need of environmental education                 |
| <b>CO.2</b> | Define major eco- systems and their conversation                             |
| <b>CO.3</b> | Understand the role of different agencies in the protection of environment   |
| <b>CO.4</b> | Develop desirable attitude, values and respect for protection of environment |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: English**

**Faculty Name: Dr. Indu Tyagi and Mrs. Mamta Bajaj**

| TOPIC                                                                                                                                                                                                                                                                                                                       | DURATION        | TEACHING TOOLS                                                                                                                                   |
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| <b>Tales of life</b> <ul style="list-style-type: none"> <li>• The Doll's House</li> <li>• Eveline</li> <li>• The Luncheon</li> <li>• The Story Teller</li> </ul> <b>English Grammar in use</b><br><b>4<sup>th</sup> edition by Raymond</b><br><b>Murphy</b> <ul style="list-style-type: none"> <li>• Units 49-55</li> </ul> | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| <b>Tales of life</b> <ul style="list-style-type: none"> <li>• Toba Tek Singh</li> <li>• The Taboo</li> <li>• The Umbrella</li> <li>• The Lament</li> </ul> <b>English Grammar in use</b><br><b>4<sup>th</sup> edition by Raymond</b><br><b>Murphy</b> <ul style="list-style-type: none"> <li>• Units 56-70</li> </ul>       | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| <b>Tales of life</b> <ul style="list-style-type: none"> <li>• A Strand of Cotton</li> <li>• The Shroud</li> </ul> <b>English Grammar in use</b><br><b>4<sup>th</sup> edition by Raymond</b><br><b>Murphy</b> <ul style="list-style-type: none"> <li>• Units 71-97</li> </ul><br>Personal Letter Writing                     | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| Revision and Tests                                                                                                                                                                                                                                                                                                          | <b>April</b>    | <ul style="list-style-type: none"> <li>• Game Based Learning</li> <li>• Inquiry Based Learning</li> <li>• Individual Learning</li> </ul>         |

### Course outcome

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| <b>CO.1</b> | To observe how stories convey ethical values and insights into human behaviour.                                                         |
| <b>CO.2</b> | To encourage imaginative exploration through the study of essays.                                                                       |
| <b>CO.3</b> | To understand the proper use and placement of modifiers, including adjectives and adverbs, to enhance clarity and precision in writing. |
| <b>CO.4</b> | To emphasize clarity, coherence, and conciseness in conveying letter messages.                                                          |
| <b>CO.5</b> | To learn and understand format of personal letters                                                                                      |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Punjabi Compulsory**  
**Faculty Name: Ms. Akwinder Kaur**

| TOPIC                                                                                                                                        | DURATION        | TEACHING TOOLS                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sbd SRyxIAW: nWv,<br>pVnWv, iKirAw, ivSySx,<br>iKirAw ivSySx, sMbMDk,<br>Xojk qy ivsimk, Sbd bxqr<br>Aqy Sbd renw: pirBwSw,<br>mu'Fly sMklp[ | <b>January</b>  | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk &amp; black board</li> <li>• Examples from languages</li> </ul>                                          |
| do rMg: khwxI Bwg(10<br>khwxIAW), ivSw/ swr/<br>lyKk dw jIvn qy renw                                                                         | <b>February</b> | <ul style="list-style-type: none"> <li>• Text book reading</li> <li>• Classroom lecture</li> <li>• Group discussion</li> <li>• Chalk &amp; black board</li> <li>• Seminar</li> </ul> |
| pMjwb dy mhwn klwkwr:<br>(sqIS gujrwI qoN suirMdr<br>kOr qk),ivSw vsqU, swr,<br>nwiek ibMb[                                                  | <b>March</b>    | <ul style="list-style-type: none"> <li>• Text book reading</li> <li>• Group discussion</li> <li>• Seminar</li> </ul>                                                                 |
| dPqrI ic'TI-p`qr, AKwx-<br>muhwvry                                                                                                           | <b>April</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Group discussion</li> <li>• Chalk &amp; black board</li> </ul>                                                 |

**Course outcome**

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| <b>CO.1</b> | pµjwbI pusqk do rµg iv~c mOj'd khwxIAW pµjwbI siBAwcwr, smwj, nYiqk kdrW-<br>klmqW, prµprwvW Aqy qjæribAW f pyS krdIAW hn jo ik ividAwRQIAW f pµjwbI<br>jIvn bwry iviBµn p~KW qoµ AiDAYn krn leI idRStIkox pRdwn krdIAW hn [ |
| <b>CO.2</b> | pµjwb dy mhwn klwkwr pusqk iv~c drjæ v~K-v~K klw KyqrW iv~c pRbIn klwkwr<br>ividAwRQIAW leI pRyrnw sroq bx ky auhnW f ik~qwmu~KI imhnq, lgn, idRVqw<br>Aqy sPælw pRwpqI dy Xog bxwauNdy hn[                                  |
| <b>CO.3</b> | ividAwRQI ivAwkrx dy v~K v~K BwSweI ih~isAW nWv, pVnwv, iKirAw, ivSySx,<br>sµbµDk, Xojk dy bwry jwxkwrl hwsI krky ivAwkrx p~KoN pµjwbI BwSw f Su~D<br>Aqy sp~St ilKx, bolx dy Xog bxdy hn[                                   |
| <b>CO.4</b> | AKwx, muhwvry ividAwRQIAW f pµjwbI BwSw dI smyN Aqy siQqI Anuswr<br>Fu~kvIN, rsdwek TyT Aqy pRBwvSwII vrqoN krn dy Xog bxwauNdy hn[ pµjwbI<br>Bgoilk vrqwry qy ivrsy nwl juVy rihx leI pRyrnw sryq bxdy hn[                  |
| <b>CO.5</b> | ividAwRQI ivvswiek Aqy ivvhwrk jIvn iv~c pyS sm~isAwvW f h~I krn Aqy<br>jær`rqW dI p`rql leI in~jI Aqy dPæqrI ic~TI p~qr jW ArjI ilKx dy Xog ho jWdy hn[                                                                     |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Elective Hindi**  
**Faculty Name: Ms. Divakshi**

| TOPIC                                                                                                                                                                                                                         | DURATION | TEACHING TOOLS                                                                                                                                                                                                 |
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| <u>सैक्शन-ए</u><br>1. व्याख्याकेलिएनिर्धारितकृति<br>गद्य-सौरभ<br><u>सैक्शन-बी</u><br>गद्य-<br>सौरभमेंनिर्धारितलेखकोंकासामान्यपरिचय। गद्य-<br>सौरभमेंनिबन्ध, एकांकी,<br>कहानीकीतात्विकसमीक्षा,<br>सारएवंउद्देश्यसम्बन्धीप्रश्न | January  | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Explanation</li> </ul>                                                                                                         |
| <u>।, सैक्शन-सी</u><br>‘हिन्दीव्याकरण<br>(क) सैद्धांतिकीनिबंध, कहानी<br>एकांकीपरिभाषाऔरतत्व<br>(ख) उपसर्ग, प्रत्यय, अनेकशब्दोंकेलिएएकशब्द,<br>समानार्थी, विपरीतार्थक।                                                         | February | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Notes Given</li> </ul>                                                                                                         |
| <u>सैक्शन-डी</u><br>पत्रकारितासंलग्नशब्दावली (अंग्रेजीसेहिन्दी)<br>कार्यालयीपत्रोंकासैद्धांतिकपरिचय-चारपत्र<br>(बैकिंगव्यवहारसंबंधीपत्र, शिकायतसंबंधीपत्र,<br>परिपत्र, नौकरीहेतुआवेदन)                                        | March    | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Game Based Learning</li> <li>Teaching Learning with the help of Previous Knowledge</li> </ul>                                  |
| सारेपाठ्यक्रमकीदोहराईवकक्षापरीक्षालीजायेगी।                                                                                                                                                                                   | April    | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Teaching Learning with the help of Previous Knowledge</li> <li>Presentation by Students</li> <li>Classroom Revision</li> </ul> |

### Course outcome

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|------|----------------------------------------------------------------------------------------------|
| CO.1 | हिंदी गद्य के माध्यम से साहित्यिक विकास एवं क्रमबद्ध विचार प्रणाली और भावाभिव्यंजन में दक्ष। |
| CO.2 | उपसर्ग एवं प्रत्यय के माध्यम से शब्दार्थ की समझ।                                             |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Elective Punjabi**  
**Faculty Name: Dr. Simarjit**

| TOPIC                                                                                                                                                                                                                                                                                                  | DURATION        | TEACHING TOOLS                                                                                                                                                                                       |
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| <p>1.pMjwbI swihq dw<br/>ieiqhws(1700eI.<br/>q`k)pMjwbI sUPI kwiv,</p> <p>2.sMswr dIAW pRis`D<br/>khwxIAW (1-4)ivSw-<br/>vsqU/swr/khwxI klw<br/>(compo)</p>                                                                                                                                            | <b>January</b>  | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk &amp; black board</li> <li>• Examples from languages</li> <li>• Group discussion</li> <li>• Text book reading</li> </ul> |
| <p>1.pMjwbI swihq dw<br/>ieiqhws(1700eI. q`k) ik`sw<br/>kwiv, pMjwbI bIr kwiv,<br/>vwrqk swihq (inkws qy<br/>ivkws)</p> <p>2. sMswr dIAW pRis`D<br/>khwxIAW (5-08)ivSw-<br/>vsqU/swr/khwxI klw,<br/>(compo)</p>                                                                                        | <b>February</b> | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Group discussion</li> <li>• Chalk &amp; black board</li> <li>• Text book reading</li> <li>• Seminar</li> </ul>                 |
| <p>1.pMjwbI BwSw qy swihq<br/>(ieiqhwsq qy siBAwcwrk<br/>ipCokV) pMjwbI lok<br/>swihq, nwQ jogIAW dw<br/>swihq, gurmiq kwiv Dwrw<br/>(inkws qy ivkws), ivSrwm<br/>icMnH: pirBwSw, pCwx<br/>Aqy vrqoN dy inXm 2.<br/>sMswr dIAW pRis`D<br/>khwxIAW (09-12) ivSw<br/>vsqU/swr/khwxI klw,<br/>(compo)</p> | <b>March</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Text book reading</li> <li>• Group discussion</li> <li>• Seminar</li> </ul>                                                    |
| <p>dPqrI Aqy GrylU ic`TI-<br/>p`qr,koSkwrI Aqy pMjwbI<br/>koSkwrI (koSkwrI dI<br/>pirBwSw/ koSW dw<br/>vrglkrx/ pMjwbI koSkwrI<br/>dw inkws qy ivkws[</p>                                                                                                                                              | <b>April</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Group discussion</li> <li>• Chalk &amp; black board</li> </ul>                                                                 |

## Course outcome

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|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | pµjwbI swihq dw ieiqhws (1700 eI. q~k) pusqk rwhIN ividAwrQI pµjwbI lok swihq, nwQ jogIAW dw swihq, gurmiq kwiv, s"PI kwiv, ik~sw kwiv, bIr kwiv Aqy vwrqk dy ieiqhws Aqy siBAwcwrk ipCokV dy bwry ivsQwr sihq jwx" hoey Aqy dIII Brp"r, qulnwqmk Aqy siQqIAW, GtnwvW dy hvwly nwl Awpxy ivcwr pRgt krn dy Xog hoey [ |
| <b>CO.2</b> | kivqw Aqy in~kI khwxI swihqk ivDw dI isrjn klw f pCwnx dy Xog hoey Aqy iehnW iv~c pyS simjk, AwriQk Aqy mwnisk iviBµn prqW Aqy idRStIkoxW bwry smJ pYdw hoeI [                                                                                                                                                        |
| <b>CO.3</b> | rojwnw jIvn iv~c drpyS sm~isAwvW dy h~l leI dPæqrI Aqy in~jI ic~TI p~qr Aqy ArjIAW f pRBwvSwI Aqy hunrmeI Fµg nwl ilKx dy Xog hoey[                                                                                                                                                                                   |
| <b>CO.4</b> | ivSrwµ icµnW dI TIk vrqoN kr ky pµjwbI ilKqW f pRBwv p"rn Aqy swrQk r"p dyx dI Xogqw hwsI kIqI[ koSkwrI Aqy pµjwbI koSkwrI ivSy rwhIN ividAwrQIAW ny koSkwrI dI pirBwSw, vrgIkkn Aqy koSW dI mh~qqw qoN ielwvW iehnW dI vrqoN ivDI iv~c inpuµnqw hwsI kIqI[                                                           |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Elective English**  
**Faculty Name: Dr. Indu Tyagi**

| TOPIC                                                                                                                                                                                             | DURATION        | TEACHING TOOLS                                                                                                                                              |
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| Literary Terms-Burlesque, Elegy, Hyperbole and Transcription of 8 words, Introduction & Analysis of the text 'Untouchable'                                                                        | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through</li> <li>• Problem-solving</li> </ul> |
| Introduction & Act-I & Act-II of 'The School for Scandal', Literary Terms-Metaphor, Poetic Justice, Point of View & Transcription of 8 words, Essay Types Questions on the novel to be discussed  | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-Based Teaching</li> <li>• Group Teaching</li> <li>• Learning through</li> <li>• Problem-solving</li> </ul> |
| Introduction & Act-III & Act-IV of 'The School for Scandal', Literary Terms-Dramatic Monologue, Tragi-comedy & Transcription of 9 words, Short Answer Type Questions on the novel to be discussed | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-Based Teaching</li> <li>• Group Teaching</li> <li>• Learning through</li> <li>• Problem-solving</li> </ul> |
| Act V of 'The School for Scandal', Tests and Revision                                                                                                                                             | <b>April</b>    | <ul style="list-style-type: none"> <li>• Lecture-Based Teaching</li> <li>• Group Teaching</li> <li>• Learning through</li> <li>• Problem-solving</li> </ul> |

**Course outcome**

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| <b>CO.1</b> | Students will get an understanding of social realism as portrayed in "Untouchable," analyzing how the novel captures the harsh realities of caste-based discrimination in pre-independent India.      |
| <b>CO.2</b> | It will enhance students' cultural sensitivity, providing insights into the challenges faced by marginalized communities, and fostering a nuanced understanding of the cultural context in the novel. |

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| <b>CO.3</b> | They will gain an understanding of satirical comedy through the study of "The School for Scandal," exploring how Sheridan employs wit, humor, and irony to satirize societal norms and manners of the 18th century. |
| <b>CO.4</b> | It will enhance students' appreciation for language and style, as they explore Sheridan's use of clever dialogue, wordplay, and comedic devices to convey social commentary.                                        |
| <b>CO.5</b> | It will stimulate discussions on the role of morality in comedic literature                                                                                                                                         |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Computer Science**  
**Faculty Name: Dr. Inderjit**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DURATION        | TEACHING TOOLS                                                                                                                                 |
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| <p>Introduction:-Introduction to Computer Programming, concept of algorithm, flow chart, program structure, Program Development life cycle - Compiling and executing programs using IDE, command line</p> <p>Fundamentals: Token, Character set, Identifiers and Key Words, Constants, Variables, Expressions, Statements, Symbolic Constants; Data types, declaring variables, initializing variables, types of integers, types of floats, strings, characters C</p> <p>Preprocessor directives: #define Statement,</p> | <b>January</b>  | <ul style="list-style-type: none"> <li>● Technology -based learning</li> <li>● Traditional learning</li> </ul> <p>Practical Implementation</p> |
| <p>Conditional Compilation, include Files typedef, enum, Type Casting Operations and Expressions: Arithmetic operators, Unary operators, Relational Operators, Logical Operators, Assignment and Conditional Operators, Data Input and Output statements, Library functions.</p> <p>Control Statements: Preliminaries, While, Do-while and For statements,</p>                                                                                                                                                           | <b>February</b> | <ul style="list-style-type: none"> <li>● Peer Teaching</li> <li>● Learning through Problem Solving</li> </ul> <p>Technology-Based Learning</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                     |                                                                                                                                              |
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| <p>Nested loops, If–else, Switch, Break – Continue statements. Program Structure Storage Class: Automatic, external and static variables, multiple file programs. Arrays: Defining, processing an array, passing arrays to a function, multi–dimensional arrays, Strings: String declaration, string functions and string manipulation.</p>                                                                                                                                                                                                                                                                                                                                                                |                     |                                                                                                                                              |
| <p>Functions: Brief overview, defining, accessing functions, passing arguments to function, variable scope, specifying argument data types, function prototypes, recursion. Pointers: Fundamentals, pointer declaration, passing pointer to a function, pointer and one-dimensional arrays, operation on pointers, pointers &amp; multi–dimensional arrays of pointers, passing functions, dynamic memory management.</p> <p>Structures &amp; Unions: Defining and processing a structure, user defined data types, structures and pointers, passing structures to functions, self-referenced structure, unions, Arrays and Structures, File handling in C:- Introduction, file input/output function,</p> | <p><b>March</b></p> | <ul style="list-style-type: none"> <li>● Individual learning</li> <li>● Practical implementation</li> </ul> <p>Technology based Learning</p> |

|                                  |              |  |
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| binary file and text file.       |              |  |
| Commencement of University Exams | <b>April</b> |  |

### Course outcome

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| <b>CO.1</b> | Understand the fundamental concepts of C programming such as data types, variables, operators, and control structures. |
| <b>CO.2</b> | Develop programs using conditional statements, loops, and functions to solve basic computational problems.             |
| <b>CO.3</b> | Apply arrays, strings, pointers, and structures to manage and manipulate data efficiently.                             |
| <b>CO.4</b> | Implement modular programming concepts and perform file handling operations in C.                                      |
| <b>CO.5</b> | Analyze, debug, and optimize C programs with proper syntax, logic, and memory management.                              |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Economics**  
**Faculty Name: Dr. Sandeep Kaur**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                       | DURATION        | TEACHING TOOLS                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Distinction between Micro and Macro Economics; Determination of Income and Employment:</li> <li>• Classical and Keynesian models; Say's Law of Market and aggregate demand and aggregate supply.</li> <li>• Consumption functions; average (short-run and long run) and marginal propensity to consume; static and dynamic multipliers.</li> </ul> | <b>January</b>  | <ul style="list-style-type: none"> <li>• Self- study</li> <li>• Assignments</li> <li>• Peer-teaching</li> <li>• Seminars</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Investment: Meaning, Demand schedules and factors affecting investment decision. Marginal</li> <li>• Efficiency of Capital. Accelerator, multiplier-accelerator interaction.</li> </ul> <p>Trade cycles-meaning, characteristics and phases.</p>                                                                                                   | <b>February</b> | <ul style="list-style-type: none"> <li>• Chalk &amp; blackboard teaching</li> <li>• Classroom discussion</li> <li>• Assignments</li> </ul> |



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| Samuelson and Hicks<br>Models of trade cycles                                                                                                                                                                                                                                                          |              |                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Money: Its functions and role. Money and Capital Markets (Introductory). Quantity Theory of</li> <li>• Money. Fisher's and Cambridge's equations. Liquidity preference theory. Banking: Definitions of banks. Credit creation and credit control</li> </ul>   | <b>March</b> | <ul style="list-style-type: none"> <li>• Discussions with suitable examples</li> <li>• Seminars</li> <li>• power- presentations</li> <li>• quiz</li> <li>• hand-out of notes</li> </ul> |
| <ul style="list-style-type: none"> <li>• Inflation: Concept, Causes and cures. Inflation-unemployment Trade-off (only Phillips' contribution).</li> <li>• Macroeconomic Policies: Fiscal policy– meaning, objectives and instruments. Monetary policy– meaning, objectives and instruments.</li> </ul> | <b>April</b> | <ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• news articles</li> <li>• hand-out of notes</li> </ul>                                                         |

### Course outcome

Understanding of macroeconomic models, econometric indicators such as GDP, inflation, unemployment rate. Measuring and calculating national income and output. Analyzing determinants of aggregate demand and supply, causes and consequences of inflation and deflation. Application of macroeconomic principles to analyze and evaluate economic policies.

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: History**  
**Faculty Name: Dr. Renu Bala**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                | DURATION        | TEACHING TOOLS                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Conquests of the Ghaznavis and Ghauris: Invasions of Mahmud Ghaznavi; their effects, Battles of Muhammad Ghauri, Causes of the success of the Turks.</p> <p>Establishment of the Sultanate of Delhi: Political and military development under Qutabuddin Aibak, Iltutmish, and his successors; Consolidation of the Sultanate under Balban and the Mongol invasions.</p>                      | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |
| <p>The Khiljis: Emergence of the Khiljis under Jalaluddin and Alauddin Khilji; Alauddin's conquests, the future Mongol invasions; Treatment of the nobility; Land revenue reforms; Economic reforms.</p> <p>The Tughlaqs: Muhammad-bin-Tughlaq; His experiments; Causes of disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur's Invasions.</p> | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |
| <p>The Vijaynagar Kingdom: Establishment and expansion; Polity,</p>                                                                                                                                                                                                                                                                                                                                  | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Learning through</li> </ul>                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |                                                                                                                                                          |
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| <p>Economy and Administration; Art and Architecture. Mughal–Afghan Struggle (1526–1556): Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha, Battles of Humayun; Expansion of the Afghan power under Sher Shah Suri, Administrative reforms; Return of Humayun. Re-establishment and expansion of the Mughal Empire under Akbar: Conquests, extent of empire, Religious policy, Rajput policy. Expansion and Decline under Akbar's Successors: Jahangir and Mewar; Northwestern campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.</p> |                     | <p>problem-solving</p> <ul style="list-style-type: none"> <li>• Inquiry-based learning</li> </ul>                                                        |
| <p>The Mughal Government, Administration, and Culture: Position of the King: Central and local administration; Land revenue system; Mansabdari; Jagirdari; State policy towards agriculture, Trade, Commerce, Literature, Art and Architecture, and Culture.</p> <p>The establishment of Maratha Power: The rise of Shivaji, Maratha administration, Land</p>                                                                                                                                                                                                                                                                                   | <p><b>April</b></p> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |

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| revenue system; Chauth and Sardeshmukhi. |  |  |
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### Course outcome

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| <b>CO.1</b> | The students will gain knowledge of foreign incursions into India.                                                                                                                                                     |
| <b>CO.2</b> | The students will gain knowledge of the establishment, growth, and unification of the Delhi Sultanate as well as its eventual fall.                                                                                    |
| <b>CO.3</b> | It aids with the students' understanding of the customs, economy, and society of medieval India. The paper also contributes to our understanding of the evolution of Indian art and architecture in the Medieval Ages. |
| <b>CO.4</b> | The present Course is helpful for the students to understand the religious, Deccan and Rajput policies of the Mughals.                                                                                                 |
| <b>CO.5</b> | They will examine how the Marthas administration came to power.                                                                                                                                                        |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Political Science**  
**Faculty Name: Ms. Jaswinder Kaur**

| <b>TOPIC</b>                                                                                                                                                                                                      | <b>DURATION</b> | <b>TEACHING TOOLS</b>                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Political System: Meaning, Characteristics and Functions.<br>2. Political Culture: Meaning, Characteristics and Types<br>3. Political Socialisation: Meaning, Characteristics and Agencies                     | <b>January</b>  | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Classroom lecture</li> <li>• Chalk and black –board examples</li> <li>• Book reading</li> <li>• Notes</li> </ul> |
| SECTION-B<br>1. Power, Meaning, Nature and Features<br>2. Authority: Meaning, Nature and Types<br>3. Legitimacy: Meaning, Nature and Types                                                                        | <b>February</b> | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board examples</li> <li>• Book reading</li> <li>• Group discussion</li> </ul>                  |
| SECTION-C<br>1. Rights and Duties: Meaning. Types and Relationship between the Two.<br>2. Liberty: Meaning, Types and its Safeguards<br>3. Equality: Meaning, Types and Relationship between Liberty and Equality | <b>March</b>    | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Classroom lecture</li> <li>• Chalk and black –board examples</li> <li>• Book reading</li> <li>• PPT</li> </ul>   |
| SECTION-D<br>1. Justice: Meaning and its various Dimensions<br>2. Democracy: Meaning, Characteristics and Types.<br>3. Theories of Democracy: Liberal, Marxian and Elitist Theory                                 | <b>April</b>    | <ul style="list-style-type: none"> <li>• Debate</li> <li>• Classroom lecture</li> <li>• Chalk and black –board examples</li> <li>• Book reading</li> <li>• PPT</li> </ul>             |

### Course outcome

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| <b>CO.1</b> | This course introduces the students the ideas of political theory, its history and various approaches.                                                                                                             |
| <b>CO.2</b> | To introduce the idea of political theory and various approaches.                                                                                                                                                  |
| <b>CO.3</b> | To enable the students to assess the contemporary trends of political theory.                                                                                                                                      |
| <b>CO.4</b> | It helps the students familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. |
| <b>CO.5</b> | Understand the significance of debates in political theory in exploring multiple perspectives to concepts ,ideas and issues.                                                                                       |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Understanding the Self**  
**Faculty Name: Ms. Rachana Kumari Ralhan**

| TOPIC                                                                                                                                                                                                                                                                                   | DURATION              | TEACHING TOOLS                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------|
| <b>EXPLORING THE AIM OF LIFE</b> Objectives<br>Workshop Themes 1. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life. 2. Philosophy of Yoga and its role in well-being.        | January               | <ul style="list-style-type: none"> <li>Lecture cum Discussion Method</li> </ul> |
| 3. Developing positivity, self-esteem and emotional integration. 4. Writing a self-reflective journal 5. Developing a teacher as a change makers through deliberations on cuurent issues/social problems.                                                                               | February              | <ul style="list-style-type: none"> <li>Group Discussion</li> </ul>              |
| <b>SECTION-B DEVELOPING SENSITIVITY</b><br>Workshop Themes 1. Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. 2. Developing the capacity for empathic listening and communication skills.. | March                 | <ul style="list-style-type: none"> <li>Lecture cum Discussion Method</li> </ul> |
| 3. Understanding group                                                                                                                                                                                                                                                                  | Discussion Method and | <ul style="list-style-type: none"> <li>Discussion Method and</li> </ul>         |

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| dynamics and communication 4.<br>Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching | Problem Solving Learning | Problem Solving Learning |
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**Course outcome**

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| <b>CO.1</b> | Discover and develop open-mindedness, the attitude of a self motivated learner, having self-knowledge and self-restraint. |
| <b>CO.2</b> | Develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.                 |
| <b>CO.3</b> | Develop the capacity to facilitate personal growth and social skills in their own students                                |
| <b>CO.4</b> | encourage students to develop the capacity for perspective taking and appreciating different points of view               |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem II**  
**SUBJECT: Drug Abuse**  
**Faculty Name: Ms. Rachana Kumari Ralhan**

| TOPIC                                                                                                                                                                                                                                                                           | DURATION | TEACHING TOOLS                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| <b>Meaning of Drug Abuse:</b><br>1) Meaning, Nature and Extent of Drug Abuse in India and Punjab. 2) Consequences of Drug Abuse for: Individual : Education, Employment, Income. Family : Violence. Society : Crime. Nation : Law and Order problem.                            | January  | <ul style="list-style-type: none"> <li>Lecture cum Discussion Method</li> </ul>                       |
| <b>Management of Drug Abuse:</b> (i) Medical Management: Medication for treatment and to reduce withdrawal effects. (ii) Psychiatric Management: Counselling, Behavioural and Cognitive therapy. (iii) Social Management: Family, Group therapy and Environmental Intervention. | February | <ul style="list-style-type: none"> <li>Discussion Method</li> <li>Problem Solving Learning</li> </ul> |
| <b>Prevention of Drug abuse:</b> (i) Role of family: Parent child relationship, Family support, Supervision, Shaping values, Active Scrutiny. (ii) School: Counselling, Teacher as role-model. Parent-teacher-Health Professional Coordination, Random testing on students.     | March    | <ul style="list-style-type: none"> <li>Lecture cum Discussion Method</li> </ul>                       |

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| <b>Controlling Drug Abuse:</b><br>(i) Media: Restraint on advertisements of drugs, advertisements on bad effects of drugs, Publicity and media, Campaigns against drug abuse, Educational and awareness program (ii) Legislation: NDPs act, Statutory warnings, Policing of Borders, Checking Supply/Smuggling of Drugs, Strict enforcement of laws, Time bound trials. | <b>April</b> | <ul style="list-style-type: none"> <li>• Group Learning</li> <li>• Lecture cum Discussion</li> </ul> |
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**Course outcome**

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| <b>CO.1</b> | Develop a comprehensive understanding of the various substances commonly abused and their effects on individuals and society |
| <b>CO.2</b> | Identify the factors that contribute                                                                                         |
| <b>CO.3</b> | Knowledge of prevention strategies                                                                                           |
| <b>CO.4</b> | Develop counseling skills to provide support and guidance to individual                                                      |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Language Proficiency and Communication Skills**  
**Faculty Name: Ms. Mamta**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                    | DURATION        | TEACHING TOOLS                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| .a) Communication.<br>Meaning, definitions,<br>process, types, channels,<br>objectives, principles,<br>barriers of communication<br>and how to remove the<br>barriers of communication<br>b) Listening Skills:<br>Meaning, process,<br>importance, levels,<br>barriers, techniques to<br>improve listening abilities.<br>Feedback skills Importance<br>characteristics, steps for<br>improving, role of modern<br>technology in feedback | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| Speaking and Conversation Skills: Introduction, objectives, principles, components, understanding the cues, forms of polite speech. Conversation types, vital points of good conversation.                                                                                                                                                                                                                                               | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| The Sounds Language, phonetics, phonetic transcription, IPA, uses of phonetic transcription. consonant sounds, nasal and other components, vowels                                                                                                                                                                                                                                                                                        | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| a) Classification of Phonetic sounds<br>Consonants, vowels, the syllable structure, strong                                                                                                                                                                                                                                                                                                                                               | <b>April</b>    | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |

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| and weak syllables, types of syllables.<br>Paralinguistics, Stress, intonation and tempo |  |  |
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### **Course outcome**

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| <b>CO.1</b> | To encourage reflective thinking and influencing students' perspectives based on readings.                       |
| <b>CO.2</b> | To help students connect the concepts from the book to broader academic discourse.                               |
| <b>CO.3</b> | To understand techniques and tools to be used while teaching a language                                          |
| <b>CO.4</b> | To foster an appreciation for language                                                                           |
| <b>CO.5</b> | To understand how proper grammar contributes to clarity, coherence and overall quality in written communication. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: English**

**Faculty Name: Dr. Indu Tyagi/ Ms. Mamta**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                          | DURATION        | TEACHING TOOLS                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raymond      Murphy's<br>English Grammar In Use<br>Units- 26-37<br>Units-42-48<br>Poems<br>William Shakespeare:<br>"That Time of Year Thou<br>Mayst In Me Behold"                                                                                                                                                                                                              | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group teaching</li> </ul>                                                 |
| <ul style="list-style-type: none"> <li>• George      Herbert:<br/>"Virtue"</li> <li>• Alexander      Pope:<br/>"Belinda's<br/>Dressing Table"</li> </ul> Percy Bysshe Shelley: "To<br>A Skylark"                                                                                                                                                                               | <b>February</b> |                                                                                                                                                      |
| Raymond      Murphy's<br>English Grammar In Use<br>Units- 92-97<br>Units-113-120<br>Poems <ul style="list-style-type: none"> <li>• John      Keats: "La<br/>Belle Dame sans<br/>Merci"</li> <li>• Alfred      Lord<br/>Tennyson:<br/>"Ulysses"</li> <li>• Robert      Browning:<br/>"Porphyria's lover"</li> </ul> Emily Dickinson:<br>"Because I Could Not Stop<br>For Death" | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through<br/>Problem-solving</li> </ul> |

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| Paragraph writing,<br>Business letters, Writing<br>emails<br>Poems <ul style="list-style-type: none"> <li>• Thomas Hardy:<br/> “Ah, Are You<br/> Digging On My<br/> Grave?”</li> <li>• Robert Frost:<br/> “Stopping By<br/> Woods On a snowy<br/> Evening”</li> <li>• Thomas Hardy:<br/> “Ah, Are You<br/> Digging On My<br/> Grave?”</li> </ul><br>Revision and Tests | <b>April</b> | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Inquiry-based Learning</li> <li>• Individual Learning</li> </ul> |
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#### **Course outcome**

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|-------------|------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | To develop skills in analyzing poetry, focusing on themes, imagery, and literary devices present in "Moments in Time." |
| <b>CO.2</b> | To inculcate skills in interpreting poems and engaging in thoughtful discussions.                                      |
| <b>CO.3</b> | To explore the thematic richness of the poems and encouraging creative expression.                                     |
| <b>CO.4</b> | To understand how proper grammar contributes to clarity, coherence and overall quality in written communication.       |
| <b>CO.5</b> | To help students connect the concepts from the book to broader academic discourse.                                     |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Punjabi**  
**Faculty Name: Ms. Ritu Gill**

| TOPIC                                                                                      | DURATION | TEACHING TOOLS                                                                                           |
|--------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------|
| pusqk- myrI jIvn gwQw :<br>(nwiek ibMb svY jIvnI dy<br>qOr 'qy prK, vwrqk SYII)            | January  | <ul style="list-style-type: none"> <li>Lecture based Teaching &amp; Learning</li> </ul>                  |
| pusqk-&wsly (nwtk)<br>ivSw- vsqU, swr, nwtk klw                                            | February | <ul style="list-style-type: none"> <li>Group Teaching &amp; Learning</li> </ul>                          |
| lyK rcnw<br>AKbwr nMU<br>ieSiqhwr(in`jI ,d&qrl)                                            | March    | <ul style="list-style-type: none"> <li>Individual Learning</li> <li>Technology Based Learning</li> </ul> |
| id`qy pYrHy ivcoN<br>ASu`''`D Sbd- joVW nMU<br>Su~D krnw<br>gurmuKI ilpI dIAW<br>ivSySqvvW | April    | <ul style="list-style-type: none"> <li>Inquiry based Learning</li> <li>Notes</li> </ul>                  |

**Course outcome**

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|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | myrI jIvn gwQw iv`c pyS pRo. dIvwn isMG dI pRBwvpUrn S^sIAq ividAwrQIAW<br>iv`c s^q imhnq ,idRV ierwdw,iemwndwrI dy gux pYdw krdI hoel jIvn iv`c s&lqw<br>hwsI krn leI pRyrnw sroq bxdI hY[ |
| <b>CO.2</b> | '&wsly' nwtk rwhIN ividAwrQI ny smwijk,siBAwewrk,AwriQk bxqr bwry smJ<br>hwsI kIqI[                                                                                                         |
| <b>CO.3</b> | rojwrrw jIvn iv`c drpyS sm`isAwvW dy h~l leI d&qrl Aqy in`jI ic`TI p`qr Aqy<br>ArzIAW nUM pRBwvSwII Aqy hunrmeI FMg nwl ilKx dy Xog hoey                                                    |
| <b>CO.4</b> | ividAwrQIAW ny Sbd joVW dy inXmW Anuswr drusq Sbd ilKx iv`c muhwrq hwsI<br>kIqI[                                                                                                            |
| <b>CO.5</b> | gurmuKI A`KrW dy inkws-ivkws bwry jwxkwrl pRwpq kIqI[                                                                                                                                       |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Elective English**

**Faculty Name: MS. Abroo Sharma/ Dr. Indu Tyagi**

| TOPIC                                                                                                 | DURATION        | TEACHING TOOLS                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Essay No. 3,4 of Modern Prose, Story No. 1,2 of Dispelling the Silence                                | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Unit 4 of New Directions, Essay No. 5,7,11 of Modern Prose, Story No. 6,7,8 of Dispelling the Silence | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Unit 5 of New Directions, Essay No. 12 of Modern Prose, Story No. 10,11,12 of Dispelling the Silence  | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Transcription of words, Tests and Revision                                                            | <b>April</b>    | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |

**Course outcome**

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| <b>CO.1</b> | To develop the ability to critically read and analyze the essays of ‘Modern Prose’, understanding the structure, themes, and narrative techniques employed.                                                       |
| <b>CO.2</b> | To understand how authors experiment with language and form to convey their messages.                                                                                                                             |
| <b>CO.3</b> | Exploring the unique styles and thematic concerns of various authors in the collection of stories ‘Dispelling Silence’.                                                                                           |
| <b>CO.4</b> | To encourage critical thinking by prompting students to question, interpret, and evaluate the content of the short stories discussing ambiguity, narrative choices, and the open-ended nature of certain stories. |
| <b>CO.5</b> | To develop writing skills through assignments that may include critical analyses, creative responses, or reflections inspired by the short stories.                                                               |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Elective Hindi**  
**Faculty Name: Ms. Divakshi**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | DURATION | TEACHING TOOLS                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| मुंशी प्रेमचन्द का उपन्यास :<br>निर्मला ' पढ़ाया जाएगा।<br>मुंशी प्रेमचन्द का लेखक<br>परिचय, उपन्यास में से<br>गद्दाशों की सप्रसंग व्याख्या<br>आलोचनात्मक प्रश्न<br>करवाए जाएंगे तथा<br>उपन्यास की सैद्धान्तिक<br>समीक्षा करवाई जाएगी।                                                                                                                                                                                                                                                                        | January  | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Explanation</li> </ul> |
| लक्ष्मी नारायण लाल के<br>नाटक: मिस्टर अभिमन्यु<br>का पाठन, करवाया<br>जायेगा।<br>नाटक की सैद्धान्तिक<br>समीक्षा, लक्ष्मीनारायण लाल<br>का लेखक<br>मुंशी प्रेमचन्द का उपन्यास :<br>निर्मला ' पढ़ाया जाएगा।<br>मुंशी प्रेमचन्द का लेखक<br>परिचय, उपन्यास में से<br>गद्दाशों की सप्रसंग व्याख्या<br>आलोचनात्मक प्रश्न<br>करवाए जाएंगे तथा<br>उपन्यास की सैद्धान्तिक<br>समीक्षा करवाई जाएगी<br>परिचय, नाटक में से गद्दाशों<br>की सप्रसंग व्याख्या व<br>नाटक की तात्विक समीक्षा<br>पर आधारित प्रश्न करवाए<br>जाएंगे। | February | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Notes Given</li> </ul> |
| भक्तिकाल को परिस्थितियों                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | March    | <ul style="list-style-type: none"> <li>Lecture Based teaching</li> </ul>                               |

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| स्वर्णयुग,काव्यधाराए,<br>विशेषताएं। मुहावरे व<br>लोकोक्तिया। विराम चिन्ह<br>तथा प्रचलित समास कारक<br>( अनुप्रयोग) करवाए<br>जाएंगे। |       | learning <ul style="list-style-type: none"> <li>• Game Based Learning</li> <li>• Teaching Learning with<br/>the help of Previous<br/>Knowledge</li> </ul>                                                                          |
| सारे पाठ्यक्रम की दोहराई<br>व कक्षा परीक्षा ली जायेगी।                                                                             | April | <ul style="list-style-type: none"> <li>• Lecture Based teaching<br/>learning</li> <li>• Teaching Learning with<br/>the help of Previous<br/>Knowledge</li> <li>• Presentation by Students</li> <li>• Classroom Revision</li> </ul> |

#### Course outcome

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| CO.1 | हिंदी गद्य के माध्यम से साहित्यिक विकास एवम क्रबद्ध विचार प्रणाली और<br>भावाभिव्यंजन में दक्ष। |
| CO.2 | हिंदी साहित्य के विभिन्न काल, लेखकों एवम शैलियों का ज्ञान                                      |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Elective Punjabi**  
**Faculty Name: Ms. Akwinder Kaur**

| TOPIC                                                                                                                                                                                                                                                                                                                                           | DURATION        | TEACHING TOOLS                                                                                                                                                                                       |
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| ਪ੍ਰਾਜਵਲੀ ਸਵਿਹਾ ਰੰਪੁਕਾ ਦੁਆਰਾ<br>ਇਕਾਦਸ਼ਵਰ 18ਵੀਂ ਸਦੀ ਦੁਆਰਾ<br>ਇਕਾਦਸ਼ਵਰ, ਸੰਪਾਦਕ ਦੁਆਰਾ,<br>19ਵੀਂ ਸਦੀ ਦੁਆਰਾ ਸੰਪਾਦਕ ਦੁਆਰਾ,<br>ਇਕਾਦਸ਼ਵਰ                                                                                                                                                                                                                 | <b>January</b>  | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• chalk &amp; black board</li> <li>• examples from languages</li> <li>• group discussion</li> <li>• text book reading</li> </ul> |
| 18ਵੀਂ ਸਦੀ ਦੁਆਰਾ ਇਕਾਦਸ਼ਵਰ,<br>19ਵੀਂ ਸਦੀ ਦੁਆਰਾ ਇਕਾਦਸ਼ਵਰ,<br>18ਵੀਂ ਸਦੀ ਦੁਆਰਾ 19ਵੀਂ ਸਦੀ ਦੁਆਰਾ<br>ਜੁਗਨਾਥ, 18ਵੀਂ ਸਦੀ ਦੁਆਰਾ<br>19ਵੀਂ ਸਦੀ ਦੁਆਰਾ ਬਗੀਚਾ ਦੁਆਰਾ,<br>ਦੁਆਰਾ ਇਕਾਦਸ਼ਵਰ, ਵਰਗ,<br>19ਵੀਂ ਸਦੀ ਦੁਆਰਾ ਦੱਤਾ ਅਤੇ ਦੁਆਰਾ<br>ਪ੍ਰਾਜਵਲੀ ਸਵਿਹਾ, ਸੰਪਾਦਕ ਦੁਆਰਾ<br>ਅਤੇ ਪ੍ਰਾਜਵਲੀ ਸੰਪਾਦਕ ਦੁਆਰਾ<br>(ਇਕਾਦਸ਼ਵਰ /ਸਵਰ/ਵਰਗ ਸਾਧਨ)<br>ਕੰਪੋਜ਼ਿਟ ਦੁਆਰਾ ਇਕਾਦਸ਼ਵਰ<br>ਕਰਵੇਲ ਗੇਲ | <b>February</b> | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• group discussion</li> <li>• Chalk &amp; black board</li> <li>• text book reading</li> <li>• seminar</li> </ul>                 |
| ਸਵਿਹਾ ਰੰਪੁਕਾ ਦੁਆਰਾ<br>ਪ੍ਰਾਜਵਲੀ, ਸੰਪਾਦਕ ਦੁਆਰਾ<br>ਸੁਦਾਸ਼ਵਰ, ਇਕਾਦਸ਼ਵਰ ਇਕਾਦਸ਼ਵਰ ,<br>ਤਾਜ਼ਾ ਅਤੇ ਦੁਆਰਾ,<br>ਸੰਪਾਦਕ ਅਤੇ ਪ੍ਰਾਜਵਲੀ<br>ਸੰਪਾਦਕ (ਇਕਾਦਸ਼ਵਰ<br>/ਸਵਰ/ਵਰਗ ਸਾਧਨ) ਕੰਪੋਜ਼ਿਟ<br>ਦੁਆਰਾ ਇਕਾਦਸ਼ਵਰ ਕਰਵੇਲ ਗੇਲ                                                                                                                                             | <b>March</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Text book reading</li> <li>• group discussion</li> <li>• seminar</li> </ul>                                                    |
| ਪ੍ਰਾਜਵਲੀ ਬਸੰਤ: ਇਕਾਦਸ਼ਵਰ<br>ਅਤੇ ਇਕਾਦਸ਼ਵਰ ਗੁਰਮੁਖੀ<br>ਇਕਾਦਸ਼ਵਰ: ਇਕਾਦਸ਼ਵਰ ਅਤੇ ਇਕਾਦਸ਼ਵਰ                                                                                                                                                                                                                                                              | <b>April</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• group discussion</li> <li>• Chalk &amp; black board</li> </ul>                                                                 |

**Course outcome**

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| <b>CO.1</b> | ਸਵਿਹਾ ਇਕਾਦਸ਼ਵਰ ਪ੍ਰਾਜਵਲੀ ਇਕਾਦਸ਼ਵਰ ਅਤੇ ਸਵਿਹਾ ਦੁਆਰਾ ਅਨੁਸ਼ਾਸਨ ਨਵੀਂ<br>ਅਮਰ-ਸੰਪਾਦਕ ਇਕਾਦਸ਼ਵਰ ਦੁਆਰਾ ਬੋਧਿਕਾ ਨੁਮਾਇਸ਼ ਕਰਵੇਲ ਹਯ[                               |
| <b>CO.2</b> | ਪ੍ਰਾਜਵਲੀ ਦੁਆਰਾ ਅਤੇ ਪ੍ਰਾਜਵਲੀ ਸਵਿਹਾ ਦੁਆਰਾ ਇਕਾਦਸ਼ਵਰ ਨੁਮਾਇਸ਼ ਅਤੇ ਮੁਹੱਈਆ<br>ਕਰਵੇਲ ਪ੍ਰਾਜਵਲੀ ਸਵਿਹਾ ਦੁਆਰਾ ਗੰਭੀਰ ਇਕਾਦਸ਼ਵਰ ਕਰਵੇਲ ਦੁਆਰਾ ਅਤੇ ਬਾਹਰੀ ਨੁਮਾਇਸ਼ ਹਯ[ |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**

**CLASS: B.A.B.ED Sem IV**

**SUBJECT: History**

**Faculty Name: Ms. Kawaljit Mahajan**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DURATION        | TEACHING TOOLS                                                                                                                                           |
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| <p>Sources: Geographical and Physical features, Historical literature in Persian and Punjabi; Religious literature; Administrative records and documents; European travellers' accounts, Non-literary sources: numismatics and paintings; Socio-Religious condition of the Punjab around 1500 A.D. : The Sunnis; the Shias; the Sufis, the Brahmins; the Jogis; the Vaishnavabhakti and the saints.</p> <p>Foundation of Sikh Panth :<br/> Guru Nanak Dev and his Teachings :Early life, Conception of God, Importance of the Guru, Insistence on right conduct and earnest profession; Institution of community kitchen (Langar) and Congregational worship (sangat), Dharamsal (Gurudwara) Succession to Guruship.</p> | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |
| <p>Development of the Sikh Panth: Guru Angad Dev to Guru Arjan Dev: Increasing number of sangats: Sikh ceremonies; the Manji and Masand</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |

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| <p>system, The founding of the sacred places, The Hari mandir. Compilation of the Adi Granth.</p> <p>Transformation of the Sikh Panth: Guru Hargobind to Guru Tegh Bahadur: Martyrdom of Guru Arjan Dev and Guru Hargobind's response; Armed conflict with the state; Circumstances leading to the accession and martyrdom of Guru Tegh Bahadur.</p>                                                               |              |                                                                                                                                                          |
| <p>Creation of Khalsa: Meaning; Circumstances leading to the creation of the Khalsa (1699); New Social order; Conflict with the Hill chiefs and Mughal administrators; Legacy.</p> <p>Banda Bahadur: Early life of Banda Bahadur and his meeting with Guru Gobind Singh; His political activities upto the conquest of Sarhind; Establishment of an independent rule; Imperial campaign against Banda Bahadur.</p> | <b>March</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |
| <p>Political Struggle (1716-48): Position of the Sikhs; Repression and conciliation by the Mughal governors, Abdus Samad Khan and Zakaria Khan (1716-1745), Ghallughara, Sikh-Afghan struggle (1752-65); Occupation of Lahore, the striking of the coin; Causes of Sikh success against the Mughals and Afghans;</p>                                                                                               | <b>April</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |

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| <p>Leading Sardars and Territories: Nawab Kapur Singh; Jassa Singh Ahluwalia; Bhangis; Jassa Singh Ramgarhia; Charat Singh and Mahan Singh; Jai Singh Kanhaya; Ala Singh. Political Organisations of the Sikhs in the 18th Century: Rakhi; Dal Khalsa; Gurmata, Misl. Emergence of new rulers and their military resources; Administrative arrangements; Land revenue; Administration of Justice.</p> |  |  |
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#### **Course outcome**

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| <b>CO.1</b> | The students will understand Punjab's history via a variety of sources.                                                                                                                                     |
| <b>CO.2</b> | The students may explore the development of Sikh philosophy, and the formation of Sikh institutions.                                                                                                        |
| <b>CO.3</b> | They will identify and analyze the significance of historical changes that have occurred within a society and religion that Guru Nanak Dev Ji's successors have established.                                |
| <b>CO.4</b> | They can gain insights into the contributions of the Khalsa in promoting equality, justice, and community service.                                                                                          |
| <b>CO.5</b> | They can construct arguments based on a historiographical investigation of the difficulties the Sikh community faces and the militarization of Sikh history through military wars led by different leaders. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Political Science**  
**Faculty Name: Ms. Jaswinder Kaur**

| TOPIC                                                                                                                                                                                                                                                                                                                             | DURATION        | TEACHING TOOLS                                                                                                                                                                                    |
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| <b>SECTION-A</b><br>1. Nature of Party System in India: A Critical Evaluation.<br>2. National Political Parties (Indian National Congress BJP, CPI, CPI (M), their organisation, Ideologies and electoral performance.<br>3. Regional Political Parties (SAD, and DMK,): Their Organisation, Ideologies and Electoral Performance | <b>January</b>  | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• PPT</li> <li>• Assignment</li> </ul>          |
| <b>SECTION-B</b><br>1. The Election Commission: Powers, functions, and Electoral Reforms.<br>2. Determinants of Voting Behaviour<br>3. Electoral Reforms in India                                                                                                                                                                 | <b>February</b> | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• Assignment</li> </ul>                         |
| <b>SECTION-C</b><br>1. Caste and Religion in Indian Politics..<br>2. Regionalism and Indian politics.<br>3. Emerging trends in Indian Politics.                                                                                                                                                                                   | <b>March</b>    | <ul style="list-style-type: none"> <li>• Debate</li> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• Group Discussion</li> </ul> |
| <b>SECTION-D</b><br>1. Basic principles and determinants of Indian Foreign Policy..<br>2. Policy of Non-alignment and its relevance in contemporary world.                                                                                                                                                                        | <b>April</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• Debate</li> </ul>                             |

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| Relevance<br>3. Impact of globalization<br>on Indian Politics. |  |  |
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### Course outcome

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| <b>CO.1</b> | Critically evaluating the Indian Party system ,its development and looking at the ideology of dominant parties. |
| <b>CO.2</b> | Evaluating the role of various forces on Indian Politics :religion ,language ,caste ,regionalism etc.           |
| <b>CO.3</b> | Evaluating the Electoral Process in India with focus on the Election Commission.                                |
| <b>CO.4</b> | To evaluate the evolution, functioning and consequences of political parties in India .                         |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Economics**  
**Faculty Name: Ms. Shalini Bibra**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                | DURATION        | TEACHING TOOLS                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• International Trade: Internal and External Trade. Classical and Heckscher. Ohlin Theories,</li> <li>• Gains from Trade, Terms of Trade, (gross, net and income terms of trade). Trade and economic development.</li> </ul> <p>Commercial Policy: Free trade vs. protection, rationale of a protectionist policy in less developed area. GATT &amp; WTO.</p> | <b>January</b>  | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Seminars</li> <li>• peer teaching</li> </ul>                                                      |
| <ul style="list-style-type: none"> <li>• Balance of Payments: Meaning and components of balance of payments, Methods for correcting adverse balance of payments, devaluation and direct control.</li> <li>• Rate of Exchange: Meaning and determination, Fixed and flexible exchange rates.</li> </ul>                                                                                               | <b>February</b> | <ul style="list-style-type: none"> <li>• hand-out notes</li> <li>• classroom discussions</li> <li>• news articles</li> <li>• power-point presentations</li> </ul> |

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| Public Finance: Nature, scope importance.                                                                                                                                                                                                                                                            |              |                                                                                                                          |
| <ul style="list-style-type: none"> <li>Public Expenditure: Meaning, principles, importance, effect of public expenditure on production and distribution.</li> </ul> <p>Taxes: Meaning, classification, features of a good taxation system, canons of taxation, incidence and impact of taxation.</p> | <b>March</b> | <ul style="list-style-type: none"> <li>Debate &amp; discussion with real life examples</li> <li>news articles</li> </ul> |
| Public Debt: Meaning, objectives, importance, its burden.                                                                                                                                                                                                                                            | <b>April</b> | <ul style="list-style-type: none"> <li>Classroom discussions</li> </ul>                                                  |

#### **Course outcome**

Analyzing and explaining the implications of data (pattern of trade, terms of trade, gains from trade). Understanding trade policy instruments and analyzing their effects on nations' welfare. Assessing tax policy and its redistributive impacts on different actors of the society.

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Mathematics**

**Faculty Name: Ms. Shveta Mahajan**

| TOPIC                                                                                                                                                                                                                                                  | DURATION        | TEACHING TOOLS                                                                                                                                                    |
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| Definition of a sequence.<br>Theorems on limits of sequences. Bounded and monotonic sequences.<br>Cauchy's convergence criterion.                                                                                                                      | <b>January</b>  | <ul style="list-style-type: none"> <li>• Learning through Problem solving</li> <li>• analytical learning</li> <li>• Learning through Flipped Classroom</li> </ul> |
| Series of non-negative terms. Comparison tests.<br>Cauchy's integral test.<br>Ratio test. Cauchy's root test. Logarithmic test.<br>Cauchy condensation test, Gauss test, Alternating series. Leibnitz's test.<br>Absolute and conditional convergence. | <b>February</b> | <ul style="list-style-type: none"> <li>• Group teaching</li> <li>• Learning through problem-solving</li> <li>• Expeditionary Learning</li> </ul>                  |
| Partitions, Upper and lower sums. Upper and lower integrals, Riemann integrability. Conditions of existence of Riemann integrability of continuous functions and of monotone functions. Algebra of integrable functions.                               | <b>March</b>    | <ul style="list-style-type: none"> <li>• Learning through Problem solving</li> <li>• Analytical learning</li> </ul>                                               |
| Improper integrals and statements of their conditions of existence.<br>Test of the convergence of improper integral,                                                                                                                                   | <b>April</b>    | <ul style="list-style-type: none"> <li>• Interactive learning through encouraging students to explain their reasoning</li> </ul>                                  |

**Course outcome**

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| <b>CO.1</b> | At the end of the Semester, Students are able to demonstrate an understanding of limits and how they are used in sequences and series. |
| <b>CO.2</b> | Students are able to distinguish between the absolute convergence and conditional convergence.                                         |

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| <b>CO.3</b> | Students are able to know and describe the converging behavior of improper integrals. |
| <b>CO.4</b> | Students are able to find the convergence of series using different tests.            |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Computer Science**  
**Faculty Name: Ms. Vineet**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DURATION        | TEACHING TOOLS                                                                                                                                                               |
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| <b>ObjectOriented Programming (OOP) v/s</b><br>Procedural Programming;<br>Evolution of C++;OOP<br>Encapsulation,Inheritance,<br>Polymorphism,<br>Abstraction;ObjectOriented<br>Programming:Objects&Classes,<br>Constructor & Destructor; C++<br>variables, identifiers, data<br>types, operators; Classes and<br>Objects; Constructors and<br>Destructors; Access Specifiers<br>(public, private, protected); I/O<br>statements;<br><br><b>Control statements; functions</b><br>– inbuilt, user-defined,<br>recursion.Overloading<br>Operators: Arithmetic,<br>Relational, Assignment, etc.;<br>Inheritance: class hierarchies,<br>Public & Private inheritance,<br>Level of inheritance,<br>Overloading v/s overriding; | <b>January</b>  | <ul style="list-style-type: none"> <li>● Technology -based learning</li> <li>● Traditional learning</li> <li style="padding-left: 20px;">Experiential learning</li> </ul>    |
| <b>Overloading Operators:</b><br>Arithmetic, Relational,<br>Assignment, etc.; Inheritance:<br>class hierarchies, Public &<br>Private inheritance, Level of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>February</b> | <ul style="list-style-type: none"> <li>● Peer Teaching</li> <li>● Learning through Problem Solving</li> <li style="padding-left: 20px;">Technology-Based Learning</li> </ul> |

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| <p>inheritance, Overloading v/s overriding; virtual functions; Friend Functions and Friend Classes; Dynamic Memory Management in C++; New and Delete Operators; Basics of Pointer Arithmetic in C++; file handling in C++; Writing and Reading Class Objects to/from Files;</p> <p><b>Basic Data Structures:</b><br/>Introduction to elementary Data Organization and its operations, complexity of Algorithms – Big O-Notation, Time/space trade off, Arrays and Strings; Stack and its applications</p>                                                                                                                                                         |                     |                                                                                                                                           |
| <p><b>Searching Techniques:</b> Linear and Binary Search; Sorting Techniques: Bubble sort, selection sort, insertion sort, quick sort, merge sort, heap sort.</p> <p>Linked Lists: Implementation of linked list, singly and doubly linked list, linked list operations with algorithms.</p> <p>Queues:<br/>Description of queue structure, applications, implementation of queue using arrays, priorities queues.</p> <p>Trees: Description of tree structure and its terminology, binary search tree, AVL Trees, B-Trees, B+ trees.</p> <p>Graphs: Description of graph structure, implementing graphs in memory using adjacency matrix or adjacency lists,</p> | <p><b>March</b></p> | <ul style="list-style-type: none"> <li>● Individual learning</li> <li>● Experimental Learning</li> </ul> <p>Technology based Learning</p> |

|                                                                                                                                            |              |  |
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| various graph traversing algorithms, finding shortest path between two nodes.<br>Files: File Organization Techniques (Sequential, Indexed) |              |  |
| Commencement of University Exams                                                                                                           | <b>April</b> |  |

### **Course outcome**

|             |                                                                                                                                 |
|-------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | To understand the motivation to transition to object oriented programming and its principles.                                   |
| <b>CO.2</b> | To understand the performance of the implementations of basic linear data structures.                                           |
| <b>CO.3</b> | To be able to implement the abstract data type list as a linked list using the node and reference pattern.                      |
| <b>CO.4</b> | Proper data structures reduce time complexity, so searching, inserting, deleting, and updating data becomes faster.             |
| <b>CO.5</b> | Data structures help in organizing data in a systematic way (like arrays, stacks, trees), making it easy to use and understand. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: Drama & Art in Education**  
**Faculty Name: Ms. Shobha**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                               | DURATION        | TEACHING TOOLS                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------|
| <b>UNIT-I</b><br>1. Sketching of different objects related with their respective teaching subjects<br>2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral<br>3. Writing and Sketching practice on the black board with respect to pedagogy subject aesthetically<br>4. Preparation of chart of alphabets in English, Punjabi and Hindi<br>5. Preparation of one chart according to pedagogy subject. | <b>January</b>  | <ul style="list-style-type: none"> <li>Lecture cum Demonstration</li> </ul>                                  |
| <b>UNIT-II</b><br>1. Role of drama in pedagogy subjects<br>2. Use of drama techniques for personality development, integrating Drama to introduce concepts in teaching learning<br>3. Preparation of video presentation of pedagogy lessons using drama and art techniques.                                                                                                                                                         | <b>February</b> | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Use of technology</li> </ul> |
| <ul style="list-style-type: none"> <li>Report on drama techniques for personality development</li> <li>Preparation of video</li> </ul>                                                                                                                                                                                                                                                                                              | <b>March</b>    |                                                                                                              |



|                                     |              |  |
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| presentation of pedagogy<br>lessons |              |  |
| <b>Revision</b>                     | <b>April</b> |  |

**Course outcome**

|             |                                                                          |
|-------------|--------------------------------------------------------------------------|
| <b>CO.1</b> | Develop imagination and sense of appreciation of art and interest in art |
| <b>CO.2</b> | Develop aesthetic sense                                                  |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem IV**  
**SUBJECT: EVS**  
**Faculty Name: Ms. Ritu Gill**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DURATION        | TEACHING TOOLS                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Definition of environment studies</li> <li>2. Scope of environment studies</li> <li>3. Importance and public awareness</li> <li>4. Natural Resources: Renewable and Non Renewable</li> <li>5. Forest Resources</li> <li>6. Water Resources</li> <li>7. Mineral Resources</li> <li>8. Food Resources</li> <li>9. Energy Resources</li> <li>Land Resources</li> </ol>                                                                                  | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture Based Teacher Learning</li> <li>• Expeditionary Learning</li> <li>• Group Discussion</li> </ul>        |
| <ol style="list-style-type: none"> <li>1. Role of an individual in conservation of natural resources</li> <li>2. Equitable use of resources for sustainable lifestyle</li> <li>3. Concept of an Eco System</li> <li>4. Structure and Functions of Eco System</li> <li>5. Procedures, Consumer and Decomposers</li> <li>6. Energy flow in the ecosystem</li> <li>7. Ecological succession</li> <li>8. Food Chains, Food Web and Ecological Pyramids</li> <li>9. Introduction, types,</li> </ol> | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture Based Teacher Learning</li> <li>• Learning Through Problem Solving</li> <li>• Peer Teaching</li> </ul> |

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| <p>characteristic, features, structure and function of the following ecosystem: Forest ecosystem</p> <p>10. Grassland ecosystem</p> <p>11. Desert ecosystem</p> <p>Aquatic ecosystem (ponds, streams, lakes, rivers ocean estuaries)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                     |                                                                                                                                                  |
| <ol style="list-style-type: none"> <li>1. Definition of Bio Diversity and its conservation</li> <li>2. Genetic, species and ecosystem diversity</li> <li>3. Biogeographical classification of India</li> <li>4. Value of Bio diversity:<br/>Consumptive use, Productive use, social, ethical aesthetic and option values</li> <li>5. Biodiversity at global, national and local levels</li> <li>6. India as a mega diversity</li> <li>7. Hot spots of bio diversity</li> <li>8. Threats to bio diversity: Habitat loss, poaching of wildlife, man wildlife conflicts</li> <li>9. Endangered and endemics species of India</li> <li>10. Conservation of bio diversity: In situ and Ex Situ</li> </ol> | <p><b>March</b></p> | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Lecture Based Teacher Learning</li> <li>• Inquiry Based Learning</li> </ul> |

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| <p>Conservation</p> <p>11. Causes and effects of Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution, Nuclear Pollution</p> <p>Solid Waste Management: Cause, Effects and control measures of urban and industrial wastes.</p>                                                                                                                                                                                                                                                                                                                                                                                     |                     |                                                                                                             |
| <ol style="list-style-type: none"> <li>1. Role of an individual in prevention of pollution</li> <li>2. Pollution case studies</li> <li>3. Disaster Management: Floods, Earthquake, Cyclone and Landslides</li> <li>4. From unsustainable to sustainable development</li> <li>5. Urban problem and related to energy</li> <li>6. Water conservation, Rain Harvesting, watershed management</li> <li>7. Resettlement and rehabilitation of people; its problems and concerns.</li> <li>8. Environmental ethics: Issues and possible solution</li> <li>9. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust</li> </ol> | <p><b>April</b></p> | <ul style="list-style-type: none"> <li>• Peer Teaching</li> <li>• Lecture Based Teacher Learning</li> </ul> |

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| 10. Wasteland reclamation<br>11. Consumerism and waste products<br>12. Environment Protection Act 1986<br>13. Air Act 1981<br>14. Water Act 1974<br>15. Wildlife Protection Act<br>16. Forest Conservation Act<br>Issues involved in enforcement of environment                                 |  |                                                                                                                |
| 1. Population Growth, Variation among nations<br>2. Population explosion- Family Welfare Programs<br>3. Environment and Human health<br>4. Human Rights<br>5. Value Education<br>6. HIV/AIDS<br>7. Women and Child Welfare<br>1. Role of information technology in environment and human health |  | <ul style="list-style-type: none"> <li>• Lecture Based Teacher Learning</li> <li>• Group Discussion</li> </ul> |

#### **Course outcome**

|             |                                                                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | Understand Environmental concepts including ecosystem, bio diversity, pollution and sustainability              |
| <b>CO.2</b> | Awareness of global environment issues such as climate change, deforestation                                    |
| <b>CO.3</b> | Cultivate a sense of environmental ethics, encouraging responsible and sustainable behavior towards environment |
| <b>CO.4</b> | Knowledge of various conservation techniques and strategies to protect natural resources.                       |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: School Management**  
**Faculty Name: Ms. Rachana Kumari Ralhan**

| TOPIC                                                                                                                                                                                                                                                                                                | DURATION | TEACHING TOOLS                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SECTION–A</b><br><b>SCHOOL ORGANISATION AND MANAGEMENT</b><br>a) School Organization and Management: Meaning, need, functions and latest trends<br>b) Norms and conditions of opening a school according to CBSE/PSEB                                                                             | January  | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> </ul>                                                                                                         |
| <b>SECTION–B</b><br>a) Total Quality Management: Concept, need and importance,<br>b) Significance of TQM to schools with special reference to physical resources, human resources, healthy practices for staff and students with special reference to IQAC                                           | February | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Classroom Discussion</li> </ul>                                                                         |
| <b>SECTION–C</b><br><b>FUNCTIONS OF SCHOOL</b><br>a) Principal –The Leadership role<br>Importance, Qualities, Relation with others, Duties and functions<br>b) Mechanism for coordinated functioning in school<br>- Planning of annual school calendar<br>- Time-Table<br>- Co-curricular activities | March    | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Assignment work</li> <li>• Project Work Given</li> <li>• Discussion</li> <li>• Example Based</li> </ul> |

|                                                                                                                                                                                                        |              |                                                                                                              |
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| <b>SECTION–D</b><br>c) Registers and Records:<br>Meaning, need and importance<br>- Stock register<br>- Admission register,<br>- Attendance register<br>- Cumulative record card<br>- Anecdotal records | <b>April</b> | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Demonstration</li> </ul> |
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**Course outcome**

|             |                                                              |
|-------------|--------------------------------------------------------------|
| <b>CO.1</b> | Understand the concept of School Organization and Management |
| <b>CO.2</b> | Able to perform different functions of Schools               |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Guidance and Counselling**  
**Faculty Name: Ms. Rachana Kumari Ralhan**

| TOPIC                                                                                                                                                                                 | DURATION | TEACHING TOOLS                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------|
| <b>SECTION–A</b><br><b>INTRODUCTION TO GUIDANCE</b><br>a) <b>Guidance:</b> Meaning purposes, assumption<br>- Need<br>-Principles of guidance in India, Procedure                      | January  | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> </ul>                               |
| <b>SECTION–B</b><br>a) Kinds of guidance<br>- Educational<br>- Vocational<br>- Personal<br>b) Agencies of guidance at District, State & National Level.                               | February | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Classroom Discussion</li> </ul> |
| <b>SECTION–C</b><br><b>UNDERSTANDING COUNSELLING</b><br>a) <b>Concept, need and Kinds of Counselling</b><br>- Directive,<br>- Non-directive<br>- Eclectic<br>b) Counselling interview | March    | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> </ul>                               |
| <b>SECTION–D</b><br>a) Role of teacher as a counsellor, Skills and qualities of an effective counsellor                                                                               | April    | <ul style="list-style-type: none"> <li>Presentation Through PPT</li> </ul>                                      |

**Course outcome**

|             |                                                                              |
|-------------|------------------------------------------------------------------------------|
| <b>CO.1</b> | Understand the concept and need of guidance and Counselling.                 |
| <b>CO.2</b> | Know the various agencies of guidance at District, State and National level. |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: English**  
**Faculty Name: Mrs Aabroo Sharma and Mrs Gurjit Kaur**

| TOPIC                                                                                                                                                                                                       | DURATION        | TEACHING TOOLS                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction of the novel<br>‘The Guide’<br><b>One-Act Play</b><br>The Will                                                                                                                                 | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Kinesthetic Learning</li> <li>• Group Teaching</li> </ul>                                             |
| Chapter-wise analysis of<br>the text of the novel ‘ <b>The Guide</b> ’<br><b>One-Act Plays</b> <ul style="list-style-type: none"> <li>• Progress</li> <li>• Villa for Sale</li> </ul> The Monkey’s Paw      | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Kinesthetic Learning</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Long and Short Questions<br>of the novel ‘ <b>The Guide</b> ’<br>to be discussed<br><b>One-Act Plays</b> <ul style="list-style-type: none"> <li>• Sorry Wrong Number</li> <li>• No Eggs! No Eggs</li> </ul> | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Kinesthetic Learning</li> <li>• Group Teaching</li> </ul>                                             |
| Discussion on the<br>Probable Essays<br><br>Revision and Tests                                                                                                                                              | <b>April</b>    | <ul style="list-style-type: none"> <li>• Game Based Learning</li> <li>• Inquiry Based Learning</li> <li>• Individual Learning</li> </ul>                                         |

**Course outcome**

|             |                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | To have an understanding of the basic elements of drama, including plot, character, setting, dialogue, and conflict as depicted in the plays. |
| <b>CO.2</b> | To study the dramatic techniques employed by each playwright, including dialogue, symbolism, and stage directions.                            |
| <b>CO.3</b> | To study the narrative techniques employed by R.K. Narayan in ‘The Guide’, including point of view, structure, and storytelling methods.      |

|             |                                                                                                                                         |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.4</b> | To examine cultural elements woven into the narrative and contribute to the overall richness of the storytelling.                       |
| <b>CO.5</b> | To grasp an understanding of different essay structures, including the introduction, thesis statement, body paragraphs, and conclusion. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Punjabi**  
**Faculty Name: Ms. Ritu Gill**

| TOPIC                                                                                                              | DURATION        | TEACHING TOOLS                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AwDuink swihq dy rUup:<br>kivqw, khwxI, nwwl, nwtk,<br>iekWgI: pirBwSw qy q`q[<br>ivAwkrnk SRyxIAW:ilMg<br>Aqy vcn | <b>January</b>  | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Seminar</li> <li>• chalk &amp; black board</li> <li>• examples from Punjabi grammar</li> </ul>          |
| DrqIAW dy gIq<br>(sPrnwmw): lyKk dw jIvn<br>qy renw, smwj siBAwewrk<br>pirpyK, sPrnwmy dy qOr<br>qy prK)           | <b>February</b> | <ul style="list-style-type: none"> <li>• Text book reading</li> <li>• classroom lecture</li> <li>• group discussion</li> <li>• seminar</li> </ul>                             |
| kwiv gOrv: Cy kvIAW<br>dIAW kivqvwW (pRsMg<br>sihq ivAwikAw, swr,<br>ivSw-vsQU)                                    | <b>March</b>    | <ul style="list-style-type: none"> <li>• Text book reading</li> <li>• group discussion</li> <li>• test</li> </ul>                                                             |
| ikirAw vwkMS: bxqr Aqy<br>iksmW[ lyK renw                                                                          | <b>April</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk &amp; black board</li> <li>• examples from Punjabi grammar</li> <li>• group discussion</li> </ul> |

**Course outcome**

|             |                                                                                                                                                                                                                            |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | ‘kwiv gOrv’ pusqk dy mwiDAw rwhIN ividAwrQI gurmiq kwiv, sUPI kwiv, bIr kwiv<br>Aqy ik`sw kwiv ivc pyS v`K-v`K ivcwrDwrW bwry jwxkwrI hwisl kr dy hn[                                                                      |
| <b>CO.2</b> | ividAwrQI ‘DrqIAW dy gIq’ sPrnwmy dy AiDAYn rwhIN sPrnwmy dI ivDw dy<br>isDWqk p`KW pRqI igAwn hwisl kr dy hn[                                                                                                             |
| <b>CO.3</b> | lyK renw dy mwiDAw rwhIN vidAwrQI qknwlojI, ivigAwn Aqy clMq msilAW<br>sMbMDI jwxkwrI pRwpq kr dy hn[                                                                                                                      |
| <b>CO.4</b> | ividAwrQI kivqw, khwxI, nwwl, nwtk, iekWgI Awid swihq rUpW dy isrjnwqmk<br>p`KW bwry smJ pRwpq kr dy hn[                                                                                                                   |
| <b>CO.5</b> | ividAwrQIAW ivc pMjwBI BwSw dy aucwrn nUM Su`D krn leI kors ilMg, vcn, nWv<br>vwkMS, ikirAw vwkMS Awid dI bxqr leI kwrjSII q`qW Aqy inXmW dI jwxkwrI<br>idMdw hY ijs nwl ividAwrQI srl Aqy spSt vwk isrj Aqy aucwr skdy hn |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**

**CLASS: B.A.B.ED Sem VI**

**SUBJECT: Elective English**

**Faculty Name: Mrs Gurjit Kaur and Dr Indu Tyagi**

| TOPIC                                                                                                                      | DURATION        | TEACHING TOOLS                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter III-Section-I from Background, Chapter No. 1-6 from 'Train to Pakistan', Introduction of 'The Power and the Glory' | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Chapter IV-Section-I, Chapters IV and V from Section- II from Background                                                   | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Part-1 & 2 of 'The Power and the Glory', Chapter No. 7-12 from 'Train to Pakistan'                                         | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |
| Chapter VI from Section-II, Chapters IV, V and VI from Section- III, Chapter No. 13-18 from 'Train to Pakistan'            | <b>April</b>    | <ul style="list-style-type: none"> <li>• Lecture-based Teaching</li> <li>• Group Teaching</li> <li>• Learning through Problem-solving</li> </ul> |

**Course outcome**

|             |                                                                                                                                                                                          |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | To develop an understanding of the historical context of the Partition of India exploring the political, social, and cultural factors that led to this significant event.                |
| <b>CO.2</b> | To analyze the impact of the Partition on individuals and communities discussing the trauma, displacement, and social upheavals depicted in the novel.                                   |
| <b>CO.3</b> | To explore the religious themes, present in the novel, 'The Power and Glory', particularly the portrayal of Catholicism in a Mexican context.                                            |
| <b>CO.4</b> | To discuss the moral ambiguity present, exploring the blurred lines between right and wrong, sin and redemption.                                                                         |
| <b>CO.5</b> | To gain familiarity with different literary periods such as the Medieval, Renaissance, Romantic, Victorian, Modernist, and Postmodernist eras, and understand their key characteristics. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Elective Hindi**  
**Faculty Name: Ms. Divakshi**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                      | DURATION | TEACHING TOOLS                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>सैक्शन-ए</u><br>व्याख्या<br>गद्य-बहुरंग:संपादकडॉ. सुधाजितेन्द्र                                                                                                                                                                                                                                                                                                                                                                                         | January  | <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Lecture Based teaching learning</li> </ul>                                     |
| <u>सैक्शन-बी</u><br>पाठ्यपुस्तकमेंनि<br>र्धारितरचनाओंकेलेखकोंकासामान्यपरिचयएवंरचनाओंसेसम्बन्धितप्रश्न।<br><u>सैक्शन-डी</u><br>पारिभाषिकशब्दावली:अंग्रेजीसेहिन्दी, हिन्दीसेअंग्रेजी                                                                                                                                                                                                                                                                         | February | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Notes Given in Classroom</li> <li>• Explanation</li> </ul> |
| <u>सैक्शन-सी</u><br>हिन्दीसाहित्यकाइतिहास:<br>1.आधुनिककाल-निर्धारितपरिक्षेत्र<br>2. निबंध:राजभाषाएवंराष्ट्रभाषाहिन्दी<br>3. भारतेन्दुयुग:सामान्यपरिचय<br>4. द्विवेदीयुग:सामान्यपरिचय<br>5. छायावाद:प्रमुखकवितथाकाव्यगतविशेषताएं<br>6.प्रगतिवाद:प्रमुखकवितथा<br>7. काव्यगतविशेषताएं<br>8. प्रयोगवाद:प्रमुखकवितथा<br>9. तारसप्तककामल्यांकन<br>10. नईकविता:अभिप्रायऔरप्रमुखविशेषताएं<br>11. उपन्यासतथाकहानीविधाविकास<br>12. हिन्दीआलोचनाऔरआचार्यरामचंद्रशुक्ल | March    | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Notes Given</li> <li>• Doubt Clearing Session</li> </ul>   |
| सारेपाठ्यक्रमकीदोहराईवकक्षापरीक्षालीजायेगी।                                                                                                                                                                                                                                                                                                                                                                                                                | April    | <ul style="list-style-type: none"> <li>• Blackboard Writing</li> <li>• Seminar</li> </ul>                                                      |

**Course outcome**

|             |                                                                  |
|-------------|------------------------------------------------------------------|
| <b>CO.1</b> | हिंदीसाहित्यकेविभिन्नकाल, लेखकोंएवमशैलियोंकाज्ञान।               |
| <b>CO.2</b> | हिंदीसाहित्यकेमाध्यमसेसमाज, सांस्कृतिकएवमऐतिहासिकमुद्दोंकाज्ञान। |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Elective Punjabi**  
**Faculty Name: Ms. Ritu Gill**

| TOPIC                                                                                                                  | DURATION        | TEACHING TOOLS                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. pMjwbI swihq dw<br>ieiqhws 1901-1995<br>eI q`k<br>2. swihqk rUp (inkws<br>qy ivkws)<br>pRivrqIAW                    | <b>January</b>  | <ul style="list-style-type: none"> <li>Lecture Based Teacher Learning</li> </ul>                                                                  |
| 1. pMjwbI nwtk cMdn<br>dy Ehly<br>2. lyKk dw jIvn qy<br>rcnw<br>3. ivSw vsqU<br>nwtk klw                               | <b>February</b> | <ul style="list-style-type: none"> <li>Lecture Based Teacher Learning</li> <li>Learning Through Problem Solving</li> <li>Peer Teaching</li> </ul> |
| swihq dy rUp (ryKw ic`qr,<br>sMsmrx, sPrnwmw,<br>inbMD, jIvnI, fwierI, svY-<br>jIvnI)                                  | <b>March</b>    | <ul style="list-style-type: none"> <li>Group Discussion</li> <li>Lecture Based Teacher Learning</li> <li>Inquiry Based Learning</li> </ul>        |
| 1. ivhwrk Awlocnw<br>(isDWqk p`K)<br>ivhwrk Awlocnw (SRomxI<br>pMjwbI kwiv Aqy Bwg<br>pihlw Aqy dUjw dy<br>pRsMg ivec) | <b>April</b>    | <ul style="list-style-type: none"> <li>Peer Teaching</li> <li>Lecture Based Teacher Learning</li> </ul>                                           |

**Course outcome**

|             |                                                                                                                                                                                             |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | ividAwrQI 'pMjwbI swihq dw ieiqhws 1901-1995 eI q`k swihqk isrjxw nUM drpyS<br>cuxOqIAW bwry Aqy v`K-v`K ivkws pVwvW nUM smJ pwauNdy hn[                                                    |
| <b>CO.2</b> | nwtk 'cMdn dy Ehly' dy mwiDAm rwhIN iividAwrQI nOjvwn pIVI ivec v`D rhI<br>pRvws dI rucI, pRvws Dwrn leI vrqy jWdy v`K-v`K pYNqiVAW Aqy IVkIAW nwl<br>hox vwly Byd Bwv bwry smJ pwauNdy hn[ |
| <b>CO.3</b> | ividAwrQI swihq dy rUpW (ryKw ic`qr, sMsmrx, sPrnwmw, inbMD, jIvnI, fwierI,<br>svY-jIvnI) Awid dy isDWqk AiDAYn rwhIN ienHW ivDwvW dy q`qW Aqy jugqW<br>dI smJ pRwpq kr dy hn[              |
| <b>CO.4</b> | ivhwirk Awlocnw dI isDWqk jwxkwrI nwl iividAwrQIAW dI Awlocnwqmk klw<br>kuSlqw ivec vwDw huMdw hY Aqy iividAwrQI ivhwirk Awlocnw krn dy Xog bxdy<br>hn[                                     |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: History**  
**Faculty Name: Ms. Kawaljit Kaur**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DURATION        | TEACHING TOOLS                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Establishment and Expansion of Ranjit Singh's Kingdom: Political Condition of the Punjab in the 1790s; Conquests of the Sikh principalities; Subjugation of the Satlej-Jamuna Divide and British intervention; Subjugation of the Hill principalities; Annexation of Afghandependencies; Policy towards the defeated rulers; Extent of the Kingdom in 1839. Administrative Organization of the Kingdom of Lahore: Central, Provincial and local administration; Land revenue system. Jagirdari system, Dharmarth grants; Judicial administration; Military organization; state policy towards agriculture, manufacturing and trade.</p> | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> <li>• use of previous knowledge of students</li> </ul> |
| <p>First Anglo-Sikh War; Second Anglo-Sikh War; The British Administration 1845-1856; Agricultural development. Socio-Religious Reform Movements in the late–Nineteenth Century: The Christian evangelicals; the Arya Samaj; The Nirankaris and the</p>                                                                                                                                                                                                                                                                                                                                                                                        | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul>                                                  |



|                                                                                                                                                                                                                                                                                                                                                                                                        |              |                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Namdharis; the Singh Sabhas and the Ahmadiyas.                                                                                                                                                                                                                                                                                                                                                         |              |                                                                                                                                                          |
| Early Nationalist Activities: The Ghadar movement; Rowlatt Satyagraha and the Jallianwala Bagh; Non-Cooperation Movement; Hindustan Socialist Republican Army and Naujawan Bharat Sabha; Civil Disobedience and Quit India Movement. Gurdwara Reforms and the Akalis : Causes of the movement for reform; Central Sikh League; SGPC and the Shiromani Akali Dal ; Major Morchas ; Gurdwara legislation | <b>March</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |
| Towards Partition: Communal politics; Sikander–Jinnah Pact; Lahore Resolution of the Muslims League; Cabinet Mission Plan; Mountbatten Plan and Partition.<br>The Punjab after Independence: Re-organisation and rehabilitation: Demand for Punjabi Suba; The Re-organisation Act of 1966. How to incorporate PEPSU 1956: Green Revolution.                                                            | <b>April</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• learning through problem-solving</li> <li>• Inquiry-based learning</li> </ul> |

### Course outcome

|             |                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | Students get knowledge of the historical process of the rise, consolidation, and expansion of Lahore Darbar under Maharaja Ranjit Singh. They can assess the political condition of Punjab on the eve of Ranjit Singh's accession to power, his conquests, the relation between Ranjit Singh and British, the administration of Ranjit Singh, |
| <b>CO.2</b> | They can understand how the Britishers annexed Punjab after the Anglo-Sikh Wars.                                                                                                                                                                                                                                                              |
| <b>CO.3</b> | They can analyze the role of Board of Administration.                                                                                                                                                                                                                                                                                         |

|             |                                                                                             |
|-------------|---------------------------------------------------------------------------------------------|
| <b>CO.4</b> | It also examines the contribution of the people of Punjab in the freedom movement of India. |
| <b>CO.5</b> | Enable students to understand the importance of regional history.                           |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Political Science**  
**Faculty Name: Ms. Jaswinder Kaur**

| <b>TOPIC</b>                                                                                                                                                            | <b>DURATION</b> | <b>TEACHING TOOLS</b>                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SECTION-A<br>1. Meaning, Nature and Scope of International Politics.<br>2. Realist Approach to International Politics<br>3. Idealist Approach to International Politics | <b>January</b>  | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• Notes</li> </ul>            |
| SECTION-B<br>1. National Power: Its Elements<br>2. System of Power and Collective Security<br>3. Cold War and Emerging trends in World order                            | <b>February</b> | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• PPT</li> </ul>              |
| SECTION-C<br>a. Emerging world order and Multipolarity<br>b. Global Environment: Issues and Initiatives<br>c. International Terrorism: Emergence and Consequences       | <b>March</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• Group Discussion</li> </ul> |
| SECTION-D<br>1. UNO: Principles, Aims, Objectives and its Functioning<br>2. Regional Organizations: SAARC and EU.<br>3. New International Economic Order (NIEO).        | <b>April</b>    | <ul style="list-style-type: none"> <li>• Classroom lecture</li> <li>• Chalk and black –board</li> <li>• Examples</li> <li>• Book reading</li> <li>• PPT</li> </ul>              |

### Course outcome

|             |                                                                                                                                                                                                                                         |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | The chief objective of this paper is to introduce the student to both the mainstream International relations theories such as Realist and Idealist.                                                                                     |
| <b>CO.2</b> | By understanding the dynamics of cold war politics and the origin of Non- Aligned Movement ,they will be able to have a better understanding of the International politics Today.                                                       |
| <b>CO.3</b> | The understanding of Indian Foreign Policy and various determinants and shifts of it will help in developing the critical faculty of their mind to enable them to think and reflect on the political issues and phenomenon objectively. |
| <b>CO.4</b> | Bring research skills to bear on a specific issue related to international affairs ,producing a research , opinion paper ,personal reflection or analytical essay.                                                                      |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Economics**  
**Faculty Name: Dr. Divya Bhudia**

| TOPIC                                                                                                                                                                                                                                                               | DURATION        | TEACHING TOOLS                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Measures of central tendency — Mean, Mode, Median and Geometric Mean</li> <li>Measures of dispersion</li> <li>Introduction to matrices- definition, properties &amp; inverse</li> </ul>                                      | <b>January</b>  | <ul style="list-style-type: none"> <li>Assignments &amp; seminars</li> <li>Peer teaching</li> <li>Quiz</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Simple correlation</li> <li>Regression (ungrouped &amp; grouped data)</li> <li>Concepts and Measure of skewness and kurtosis: Boyle's &amp; Karl Pearson's measures</li> </ul>                                               | <b>February</b> | <ul style="list-style-type: none"> <li>Peer teaching</li> <li>Power point presentations</li> <li>chalk &amp; blackboard method</li> </ul> |
| <ul style="list-style-type: none"> <li>Sets, Relations and functions, Limits and continuity (Basic concepts)</li> <li>Derivative of simple functions only (excluding log &amp; exponential functions)</li> </ul> <p>Maxima/Minima for single variable functions</p> | <b>March</b>    | <ul style="list-style-type: none"> <li>chalk and blackboard</li> <li>hand-out of notes</li> </ul>                                         |
| <ul style="list-style-type: none"> <li>Interpolation: Concepts and Methods — Binomial</li> </ul>                                                                                                                                                                    | <b>April</b>    | <ul style="list-style-type: none"> <li>Classroom lecture</li> <li>discussion with suitable examples</li> </ul>                            |

|                                                                                                                                                                                                |  |                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------|
| <p>expansion, Newton and Lagrange's Method (with emphasis on missing values only)</p> <p>Price Index Numbers—Weighted and Unweighted Index Numbers, various formulae and consistency tests</p> |  | <ul style="list-style-type: none"> <li>• chalk &amp; blackboard</li> <li>• news articles</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------|

### **Course outcome**

Knowledge of fundamental statistical concepts. Ability to interpret statistics to draw meaningful conclusions. Application of statistical tests to solve practical problems in various fields, make predictions and inferences about populations based on sample data and effectively communicate statistical findings and interpretations

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Mathematics**  
**Faculty Name: Ms. Shveta Mahajan**

| TOPIC                                                                                                                                                                                        | DURATION        | TEACHING TOOLS                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition of groups, rings and fields with examples.<br>Definition of a vector space, subspaces with examples.                                                                              | <b>January</b>  | <ul style="list-style-type: none"> <li>• Participative learning using practical examples from real life</li> </ul>                               |
| Direct sum of subspaces.<br>Linear span, Linear dependence, Linear independence of vectors.<br>Linear combination of vectors. Basis of a vector space.                                       | <b>February</b> | <ul style="list-style-type: none"> <li>• Group teaching</li> <li>• learning through problem-solving</li> <li>• Expeditionary Learning</li> </ul> |
| Finitely generated vector spaces. Existence theorem for basis. Invariance of the number of elements of the basis set. Dimension of sum of two subspaces.<br>Quotient space and its dimension | <b>March</b>    | <ul style="list-style-type: none"> <li>• Participative learning using practical examples from real life</li> </ul>                               |
| Linear transformation.<br>Algebra of linear transformation. Rank-Nullity theorem, Isomorphism and Isomorphic spaces. Finitely generated vector spaces.<br>Existence theorem for basis.       | <b>April</b>    | <ul style="list-style-type: none"> <li>• Participative learning through quiz and assignments</li> </ul>                                          |

### Course outcome

|             |                                                                                                                                     |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | At the end of the Semester, Students are able to express the algebraic concepts such as binary operation, groups, rings and fields. |
| <b>CO.2</b> | Students are able to define a vector space and subspace of a vector space.                                                          |
| <b>CO.3</b> | Students are able to check the linear dependence and linear independence of vectors.                                                |
| <b>CO.4</b> | Students are able to describe the concepts of basis and dimension of vector spaces.                                                 |
| <b>CO.5</b> | Students are able to investigate properties of vector spaces and subspaces using linear transformation.                             |
| <b>CO.6</b> | Students are able to perform algebra operations between linear transformations.                                                     |
| <b>CO.7</b> | Students are able to find the matrix representing a linear transformation.                                                          |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A. B.Ed. Sem VI**  
**SUBJECT: Numerical Analysis**  
**Faculty Name: Mrs. Sonia Sharma.**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                               | DURATION | TEACHING TOOLS                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Error generation, propagation, error estimation and error bounds, Solution of non-linear equations, Bisection method, Iteration method, Newton's Method, Generalized Newton's Method, Method of false position,                                                                                                                                                                                                                     | January  | <ul style="list-style-type: none"> <li>• Calculator</li> <li>• Practice Method</li> <li>• Iterations</li> <li>• Geometric understanding</li> </ul> |
| Muller's method, Rate of convergence of these methods. Solution of linear system of equation; Direct method, Gauss elimination variant (Gauss Jordan and Crout reduction), Triangular Method, Iterative Method, Jacobi's Method, Gauss Seidel Method. Finite Differences: Forward, Backward, Central, Divided differences, shift operator, relationship between the operators and detection of errors by use of difference operator | February | <ul style="list-style-type: none"> <li>• Step by step understanding</li> <li>• Calculation</li> <li>• Visualization.</li> </ul>                    |
| Interpolation with divided difference, Newton's formula, Lagrangian Method, Finite difference interpolation, Gauss formula, Stirling formula, Bessel's formula, Error Estimation, Extrapolation. Numerical differentiation, Method based on interpolation. Numerical Integration, Trapezoidal rule, Simpson's rule, Weddle rule, Romberg Integration                                                                                | March    | <ul style="list-style-type: none"> <li>• Participative learning thorough finding numerical Solutions</li> </ul>                                    |
| Gaussian integration method, Gaussian legendre integration. Double numerical integration. Numerical solution of ordinary differential equations, Initial value problem, Taylor's method, Euler's methods, Picard's method, Milne's Method, Runge-Kutta Method. Predictor- Corrector's Method                                                                                                                                        | April    | <ul style="list-style-type: none"> <li>• Participative learning through solving big calculations.</li> </ul>                                       |

## Course outcome

|             |                                                                                                                                |
|-------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | At the end of the Semester, Students are able to perform computation for solving a system of equations.                        |
| <b>CO.2</b> | Students are able to know how to find the roots of transcendental equations.                                                   |
| <b>CO.3</b> | Students are able to learn how to interpolate the given set of values.                                                         |
| <b>CO.4</b> | Students are able to understand the curve fitting for various polynomials.                                                     |
| <b>CO.5</b> | Students are able to learn numerical solution of differential equations.                                                       |
| <b>CO.6</b> | Students are able to compute numerical integration and differentiation, numerical solution of ordinary differential equations. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Computer Science**  
**Faculty Name: Ms. Deepika**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | DURATION        | TEACHING TOOLS                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Internet: Introduction to Internet and its application, services offered by internet, Evolution of internet Intranet and Extranets, Internet Architectures, Internet Applications, , internet service provider (ISP), windows environment for dial up networking (connecting to internet), internet addressing (DNS) and IP addresses). WWW: Introduction, working of WWW, Web browsing (opening, viewing, saving and printing a web page and bookmark), web designing using HTML, DHTML with programming techniques. | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture based Teaching learning</li> <li>• projector learning through problem solving</li> <li>• Technology-Based Learning</li> </ul> |
| Introduction to HTML: Introduction to websites, Static vs dynamic websites, server side and client side scripting HTML 5 : Introduction , Structure of a web page , HTML Elements, HTML attributes, Basic Text Formatting tags, Comments, Links, Lists, Image, Style, Forms.                                                                                                                                                                                                                                          | <b>February</b> | <ul style="list-style-type: none"> <li>• Technology-Based Learning</li> <li>• Learning Through problem Solving</li> </ul>                                                      |

|                                                                                                                                                                                                                                                                                                   |              |                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Media, Classes, iframes, working with Tables : Page Design & Layout with Links                                                                                                                                                                                                                    |              |                                                                                                                                                       |
| Controlling page layout, Understanding grouping and nesting Styling text, Modifying background and foreground elements, Understanding tables, columns and lists ,Using global styles Understanding CSS box model, Working with images, Creating navigation bars using CSS Html Website using CSS. | <b>March</b> | <ul style="list-style-type: none"> <li>• Individual Learning</li> <li>• Inquiry-Based Learning</li> <li>• Learning Through Problem Solving</li> </ul> |
| Commencement of University Exams                                                                                                                                                                                                                                                                  | <b>April</b> |                                                                                                                                                       |

### Course outcome

|             |                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | Understand fundamental internet concepts, <b>including history, structure, and basic terminology.</b> |
| <b>CO.2</b> | Use internet services effectively, <b>such as web browsing, email, and search engines.</b>            |
| <b>CO.3</b> | Apply basic internet protocols and technologies <b>used for communication and data transfer.</b>      |
| <b>CO.4</b> | Identify safe and ethical internet practices, <b>including cybersecurity and digital etiquette</b>    |
| <b>CO.5</b> | Utilize online tools and resources <b>for communication, learning, and information sharing.</b>       |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Pedagogy of English**  
**Faculty Name: Ms. Mamta**

| TOPIC                                                                                                                                                                                                                                                                                                                                                 | DURATION        | TEACHING TOOLS                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Importance of English in a multilingual society, Role of English as an international Language, Factors affecting Language Learning Physiological, Psychological and Social<br>b) Aims and objectives of teaching English, Linguistic and general principles of teaching and learning English language                                              | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| Developing Language Skills: Listening and Speaking<br>a) Features of Connected Speech: Stress, Rhythm and Intonation.<br>b) Description of Vowels and Consonant                                                                                                                                                                                       | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |
| Reading and Writing:<br>a) Loud Reading and Silent Reading. Teaching Reading Comprehension, Obstacles to Efficient Reading, Intensive Reading vs. Extensive Reading. Teaching Prose and Teaching poetry.<br>b) Essential Marks of good handwriting Controlled and Free Composition, Teaching the Mechanics of Writing, Importance of Correction Work. | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Learning through problem-solving</li> </ul> |

|                                                                                                                                                                                                |              |                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------|
| a) Teaching of Grammar:<br>Place of Grammar Types<br>and Methods of Teaching<br>Grammar<br>b) Teaching of Vocabulary:<br>Expansion of Vocabulary,<br>Selection and Gradation of<br>Vocabulary. | <b>April</b> | <ul style="list-style-type: none"> <li>• Lecture-based teaching</li> <li>• Group teaching</li> <li>• Self-study</li> </ul>               |
|                                                                                                                                                                                                |              | <ul style="list-style-type: none"> <li>• Game Based Learning</li> <li>• Inquiry Based Learning</li> <li>• Individual Learning</li> </ul> |

### Course outcome

|             |                                                                                                                  |
|-------------|------------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | To encourage reflective thinking and influencing students' perspectives based on readings.                       |
| <b>CO.2</b> | To help students connect the concepts from the book to broader academic discourse.                               |
| <b>CO.3</b> | To understand techniques and tools to be used while teaching a language                                          |
| <b>CO.4</b> | To foster an appreciation for language                                                                           |
| <b>CO.5</b> | To understand how proper grammar contributes to clarity, coherence and overall quality in written communication. |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Pedagogy of Punjabi**  
**Faculty Name: Ms. Ritu Gill**

| TOPIC                                                                                                                                                                                                                                                                                     | DURATION | TEACHING TOOLS                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. ਭਾਸ਼ਾਈਉਤਪੱਤੀਦੇਸਿਧਾਂਤਅਤੇਪ੍ਰਕਿਰਤੀ<br>2. ਸਮਾਜਿਕਸਰੋਕਾਰ<br>3. ਇਤਿਹਾਸਿਕਪਰਪੇਖ<br>4. ਮਾਤਭਾਸ਼ਾਦਾਅਧਿਅਨਅਤੇਅਧਿਆਪਨ<br>(ਪਹਿਲੀਅਤੇਦੂਸਰੀਭਾਸ਼ਾਦੀਤੌਰਤੇ)<br>5. ਮਾਤਭਾਸ਼ਾਦੀਧਾਰਨਾ (ਉਦੇਸ਼ਮਹੱਤਵਸਿਧਾਂਤਤੇਸੂਤਰ)<br>ਪੰਜਾਬੀਭਾਸ਼ਾਦੀਨਿਕਾਸਤੇਵਿਕਾਸ                                                                       | January  | <ul style="list-style-type: none"> <li>Lecture Based Teacher Learning</li> </ul>                                                                  |
| 1. ਲਿਪੀਦੇਅਰਥ<br>2. ਗੁਰਮੁਖੀਲਿਪੀਦੀਪ੍ਰਾਚੀਨਤਾਤੇਅਨੁਕੂਲਤਾ<br>3. ਗੁਰਮੁਖੀਲਿਪੀਦੀਵਿਸ਼ੇਸ਼ਤਾਵਾਂ (ਤਰਤੀਬ,<br>ਅੱਖਰਕ੍ਰਮਦੀਵਰਨਮਾਲਾ, ਖਾਕਾ, ਸਵਰਵਾਹਕ)<br>4. ਪੰਜਾਬੀਧੁਨੀਵਿਉਤ (ਉਚਾਰਨਅੰਗਉਚਾਰਨਸਥਾਨਅਤੇਵਿਧੀਆਂ)<br>5. : ਸਵਰ, ਵਿਅੰਜਨਅਤੇਸੁਰ<br>ਵਿਸ਼ਵੀਕਰਨਦੇਪ੍ਰਸੰਗਵਿੱਚਪੰਜਾਬੀਭਾਸ਼ਾਦੀਸਥਿਤੀ                                   | February | <ul style="list-style-type: none"> <li>Lecture Based Teacher Learning</li> <li>Learning Through Problem Solving</li> <li>Peer Teaching</li> </ul> |
| 2. ਪੰਜਾਬੀਦੀਆਂਉਪਭਾਸ਼ਾਵਾਂਪਛਾਣਚਿੰਨ<br>3. ਅੰਤਰਰਾਸ਼ਟਰੀਪੱਧਰਤੇਪੰਜਾਬੀਅਤੇਪੰਜਾਬੀਨੂੰਦਰਪੇਸ਼ਸਮੱਸਿਆਵਾਂ<br>4. ਭਾਸ਼ਾਵੰਨਗੀਆਂ (ਉਮਰਦੇਅਧਾਰਤੇਵੰਨਗੀਆਂ)<br>5. ਲਿੰਗਅਧਾਰਿਤਵੰਨਗੀਆਂ<br>6. ਕਿੱਤਾਅਧਾਰਿਤਭਾਸ਼ਾਵੰਨਗੀਆਂ<br>7. ਖੇਤਰੀਜਾਂਇਲਾਕਾਈਅਧਾਰਿਤਭਾਸ਼ਾਵੰਨਗੀਆਂ<br>ਪੰਜਾਬੀਭਾਸ਼ਾਲਿਖਣਦੇਦਾਰਸ਼ਨਿਕ,<br>ਮਨੋਵਿਗਿਆਨਿਕਅਤੇਸਮਾਜਿਕਸਰੋਕਾਰ | March    | <ul style="list-style-type: none"> <li>Group Discussion</li> <li>Lecture Based Teacher Learning</li> <li>Inquiry Based Learning</li> </ul>        |
| 1. ਸੁਣਨਕੋਸ਼ਲਭਾਸ਼ਾਸਿੱਖਿਆਵਿੱਚਮਹੱਤਵਅਤੇਅਭਿਆਸ<br>2. ਸੁਣਨਕੋਸ਼ਲਦੀਲੋੜਿੰਦਾਸਰਤਾ                                                                                                                                                                                                                     | April    | <ul style="list-style-type: none"> <li>Peer Teaching</li> <li>Lecture</li> </ul>                                                                  |

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| 3. ਬੋਲਚਾਲਦੀਸਿੱਖਿਆਦਾਮਹੱਤਵ<br>4. ਅਸ਼ੁੱਧਉਚਾਰਨਦੇਕਾਰਨਅਤੇਸੁਧਾਰ<br>5. ਪੜ੍ਹਾਈਸਿੱਖਿਆਦੀਆਂਵਿਧੀਆਂ<br>6. ਸੂਖਮਅਤੇਸਥੂਲਕਿਸਮਾਂ<br>7. ਮੋਨਪਾਠਅਤੇਉੱਚੀਪਾਠ<br>8. ਲਿਖਣਕੋਸ਼ਲਦਾਮਹੱਤਵਅਤੇਵਿਧੀਆਂ<br>ਲਿਖਣਦੇਅਭਿਆਸ, ਲਿਖਤੀਕੰਮਾਂਦੀਸੁਧਾਈ,<br>ਸੁਲੇਖਅਤੇਰਚਨਾਤਮਕਲਿਖਣਾ |  | Based<br>Teacher<br>Learning |
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#### Course outcome

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|------|------------------------------------------------------------------------------------|
| CO.1 | ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਸਕੂਲਪੱਧਰਤੇਮਾਤਭਾਸ਼ਾਪੜ੍ਹਾਉਣਸਬੰਧੀਪੇਸ਼ਾਉੱਦੀਆਂਮੁਸ਼ਕਿਲਾਂਹੱਲਕਰਨਦੇਯੋਗਬਣਦੇਹਨ। |
| CO.2 | ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਅੰਦਰਸਿਰਜਨਾਤਮਕ, ਉਪਚਾਰਤਮਕਤੇਅਨਸੰਧਾਨਤਮਿਕਕੁਸ਼ਲਤਾਵਾਂਦਾਵਿਕਾਸਹੁੰਦਾਹੈ।        |
| CO.3 | ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਨੂੰਲੋੜਅਨੁਸਾਰਹਵਾਲਾਪੁਸਤਕਦੀਵਰਤੋਂਕਰਨਦੀਆਦਤਪੈਂਦੀਹੈ।                        |
| CO.4 | ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਸਾਹਿਤਦੇਵਿਭਿੰਨਰੂਪਾਂਦੇਅਧਿਆਪਨਢੰਗਾਂਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਦੇਹਨ।               |
| CO.5 | ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਮਾਤਭਾਸ਼ਾਦੀਸਿੱਖਿਆਦੇਉਦੇਸ਼ਾਂਅਤੇਸਿਧਾਂਤਾਂਦੇਸੋਝੀਬਣਦੇਹਨ।                    |



**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Pedagogy of Hindi**  
**Faculty Name: Ms. Shobha**

| TOPIC                                                                                                                                                                                                                                                                            | DURATION | TEACHING TOOLS                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <u>सैकशन-ऐ</u><br>1. भाषा, अर्थ, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध ।<br>भाषा शिक्षण में सामान्य सिद्धान्त एवं सूत्र, शिक्षण को प्रभावशाली बनाने में इनकी भूमिका ।                                                                                                         | January  | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Interdisciplinary Approach</li> <li>Discussion</li> </ul> |
| <u>सैकशन-बी</u><br>2. हिन्दी भाषा: मातृभाषा, राष्ट्रीय व अन्तर्राष्ट्रीय भाषा के रूपमें उद्देश्य व महत्व।<br>भाषायों की स्थिति: संविधान की धारा (343, 351, 350), कोठारी शिक्षा कमीश्र रिपोर्ट (1964-66), राष्ट्रीय शिक्षा नीति 1986, पी. ओ. ए. 1992, राष्ट्रीय पाठ्यचर्चा- 2005। | February | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> </ul>                                                         |
| <u>सैकशन-सी</u><br>3. हिन्दी भाषा: स्वतन्त्रता से पहले और बाद का स्वरूप, हिन्दी भाषा शिक्षण व अधिगम के समय शिक्षक- शिक्षार्थी के सामने आने वाली चुनौतियां।<br>हिन्दी शिक्षक-आवश्यकता, महत्व व वर्तमान स्थिति।                                                                    | March    | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Classroom Discussion</li> </ul>                           |
| <u>सैकशन-डी</u><br>4. भाषा और माध्यम भाषा में अन्तर, भाषा की शिक्षक- शिक्षार्थी सम्बन्ध में भूमिका ।<br>देवनागरी लिपि: उद्भव, विकास व विशेषताएँ।                                                                                                                                 | April    | <ul style="list-style-type: none"> <li>Lecture Based teaching learning</li> <li>Doubt Clearing Session</li> </ul>                         |

**Course outcome**

|             |                                                                                                             |
|-------------|-------------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | वर्तमान संदर्भ में एक विषय के रूप में हिंदी के महत्व की समझ विकसित करना।                                    |
| <b>CO.2</b> | छात्र शिक्षकों को भाषा और मातृभाषा की प्रकृति, विशेषताओं के साथ-साथ भाषा के उपयोग को समझने में सक्षम बनाना। |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Pedagogy Of Social Science**  
**Faculty Name: Ms. Shobha**

| TOPIC                                                                                                                                                                                                                                                                                    | DURATION        | TEACHING TOOLS                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SECTION–A</b><br>a) Historical Background of Social Science, meaning, nature and scope of social science.<br>b) Difference between Social Studies and Social Science- Need of teaching of Social Science in the school curriculum for the holistic development of the students.       | <b>January</b>  | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> </ul>                                                                                                                                  |
| <b>SECTION–B</b><br>a) Values of teaching Social Science.<br>b) Correlation of Social Science with Math, Sciences, Languages and Arts                                                                                                                                                    | <b>February</b> | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> </ul>                                                                                                                                  |
| <b>SECTION–C</b><br>a) Aims and objectives of Social Science at different stages:-<br>- Middle stage<br>- Secondary stage<br>b) Pedagogical Approaches –<br>-Interdisciplinary approach,<br>- Experiential approach<br>- Co-operative learning<br>- Constructivist approach to learning. | <b>March</b>    | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Lecture Based teaching learning</li> <li>• Discussion</li> <li>• Lecture and Comparison</li> <li>• Classroom Revision</li> </ul> |
| <b>SECTION–D</b><br>a) Current affairs in social science: Meaning, Importance and utilizing                                                                                                                                                                                              | <b>April</b>    | <ul style="list-style-type: none"> <li>• Lecture Based teaching learning</li> <li>• Discussion</li> <li>• Peer Teaching</li> </ul>                                                                                   |

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| current events in teaching social science.<br>b) Social Science Room: importance and equipment's. |  |  |
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### **Course outcome**

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|-------------|-----------------------------------------------------|
| <b>CO.1</b> | Understand the nature of social sciences            |
| <b>CO.2</b> | Correlate Social science with other school subjects |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Pedagogy of Mathematics**  
**Faculty Name: Ms. Shveta Mahajan**

| TOPIC                                                                                                                                                                                                                                                                                            | DURATION | TEACHING TOOLS                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------|
| Meaning and Nature of Mathematics – Science of logical reasoning, Mathematical language and Symbolism                                                                                                                                                                                            | January  | <ul style="list-style-type: none"> <li>Explanation method</li> </ul>                     |
| Pure and Applied Mathematics (axioms, Postulates, Patterns and language of Mathematics)<br>Scope and significance of Mathematics in present day curriculum. Integration of Mathematics with other subjects(physical science, Economics, Bio Science and Fine Arts). Aims of teaching Mathematics | February | <ul style="list-style-type: none"> <li>Practical approach</li> <li>assignment</li> </ul> |
| Objectives of teaching Mathematics at different stages of School (Middle level-6 <sup>th</sup> , 7 <sup>th</sup> ,8 <sup>th</sup> , Secondary level- 9 <sup>th</sup> ,10 <sup>th</sup> , Senior secondary level - +1,+2) w.r.t. Blooms Taxonomy of educational objectives.                       | March    | <ul style="list-style-type: none"> <li>Group work</li> </ul>                             |
| Values of teaching Mathematics. Management of math in small group and in large group based on behaviorism , cognitivism and constructivism learning theories.                                                                                                                                    | April    | <ul style="list-style-type: none"> <li>Analytical approach</li> </ul>                    |

**Course outcome**

|             |                                                                                                        |
|-------------|--------------------------------------------------------------------------------------------------------|
| <b>CO.1</b> | At the end of the Semester, Students are able to understand the nature of Mathematics.                 |
| <b>CO.2</b> | Students are able to appreciate the contribution of famous Mathematicians in mathematics.              |
| <b>CO.3</b> | Students are able to understand Aims and objectives of teaching of Mathematics.                        |
| <b>CO.4</b> | Students are able to understand the value of Mathematics and it's relation with other school Subjects. |
| <b>CO.5</b> | Students are able to understand learning theories and their application in mathematics education.      |
|             | Students are able to improve their competencies in secondary level mathematics.                        |

**Teaching Plan**  
**Session 2025-26**  
**Even Semester**  
**CLASS: B.A.B.ED Sem VI**  
**SUBJECT: Pedagogy of Computer Science**  
**Faculty Name:**

| TOPIC                                                                                                                                                                                                                                                                                                                                                                                           | DURATION | TEACHING TOOLS                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a.) Concepts of Computer Science, Scope of Computer Science with special reference to Education.</p> <p>Place of Computer Science in School Curriculum and importance of Computer Science as a discipline.</p>                                                                                                                                                                               | January  | <ul style="list-style-type: none"> <li>• Lecture based teaching learning (chalk and talk)</li> <li>• Group discussion</li> </ul>                             |
| <p>a.) Relationship of Computer Science with other school subjects with reference to subject specific use of Word Processors, Spreadsheets, Presentation, Graphics, Movie Software's, and Timelines, Mind Mapping, Google Maps, Lexicons and web, 2.0 tools.</p> <p>Aims and Objectives of Computer Education- Meaning and formation of Instructional, Objectives and Behavioral objectives</p> | February | <ul style="list-style-type: none"> <li>• Lecture based teaching (chalk and talk)</li> <li>• Group discussion learning</li> <li>• Any other (quiz)</li> </ul> |
| <p>a.) Planning of Computer Laboratory – Design, Organization.</p>                                                                                                                                                                                                                                                                                                                              | March    | <ul style="list-style-type: none"> <li>• Lecture based teaching learning</li> </ul>                                                                          |

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| Hardware and Software.<br>Maintenance of Computer<br>Laboratory.                                                                                                                                                                                                                                            |              | (chalk and talk)<br><ul style="list-style-type: none"> <li>• Technology based learning (YouTube videos on different topics)</li> <li>• Self-study (library visit)</li> </ul> |
| a.) Hardware ,Software,<br>Text Editor,<br>Spreadsheets,<br>Presentation,<br>Database Software<br>Applications<br>Following topics are<br>to be referred from<br>(PSEB/CBSE)<br>secondary school<br>curriculum.<br>Introduction to Networking,<br>Internet, Creation of<br>Webpage, Introduction of<br>C++. | <b>April</b> | <ul style="list-style-type: none"> <li>• Lecture based learning (chalk and talk)</li> <li>• Inquiry based learning</li> <li>• Individual learning</li> </ul>                 |

#### **Course outcome**

|             |                                                           |
|-------------|-----------------------------------------------------------|
| <b>CO.1</b> | Understanding the concept of Computer Science             |
| <b>CO.2</b> | Knowledge about Aims and Objectives of Computer Education |
| <b>CO.3</b> | Knowledge about Planning of Computer Laboratory           |
| <b>CO.4</b> | Knowledge about to Networking, Internet and C++           |