**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2023-24) EVEN SEMESTER**

**Name of Teacher** :**Dr Kapoor Singh**

**Designation : Assistant Professor**

**Subject/ Paper : History of India (From earliest Times to 1206)**

**Class : B.A. I**

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| **S. No.** | **Month** | **Topics to be covered** | **Learning Outcomes of Students** | **Remarks if any** |
| **1.** | **January 2024** | * Meaning of History and Sources of Ancient Indian History.
* Harappan Civilization- Origin, Extent, sites and Decline.
 | Students will be able to understand about Ancient Indian History. |  |
| **2.** | **February 2024** | * Vedic age – Religion, Polity, society and Economy.
* Religious Movements.
* Mahajanpadas.
 | Students will be able to understand about Mauryan and Gupta Empire. |  |
| **3.** | **March 2024** | * Mauryan Empire-Chandragupta Maurya and Ashoka.
* Post Mauryan state-Kushanas and satvahans.
* Gupta Empire- Samudragupta and Chandragupta-II
* Expansion of Ashoka’s Empire.
* Post Gupta period- Pushyabhuties and Chalukyas.
 | Knowledge of different dynasties will be provided to students. |  |
| **4.** | **April 2024** | * Triangular struggle for Hegemony of Kannuj.
* Polity and administration of Cholas.
* Expansion of Kaniska Empire.
 | Students will be able to understand about the local Dynasties of India. |  |
| **5.** | **May 2024** | * **Rise of Rajput’s with Special reference to Tomar’s.**
* **Mahmood Gaznavi and Muhammad Ghori.**
* **Map-Expansion of Harsha Empire**
 | Students will be able to understand about foreign invaders and their tactics. |  |

* **Sessional will be taken as per schedule.**

**Signature of Teacher**

**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVENSEMESTER**

**Name of Teacher**: Dr. Shardha Sharma

**Designation: Assistant Professor**

**Class: B. A II Sem**

**Subject/ Paper: Introduction of Prose and Composition(B-23, ENG 201)**

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| **SR. No.** | **Month** | **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **February** | **Essays (Unit-I)** - Of Studies – Francis Bacon - Dream Children: A Reverie – Charles Lamb - Tolerance – E.M. Forster | Reading, Explanation, Group Discussion, Critical Thinking Exercises | Understanding themes, argumentation, and literary style in essays |  |
| **2.** | **March** | **Essays (Unit-I Continued)** - Gandhi and the Western World – Louis Fischer - Public Transport in London and Delhi – Nirad C. Chaudhuri **Essays (Unit-II)** - My Educational Outlook – R.K. Narayan - Water: The Elixir of Life – C.V. Raman | Reading, Contextual Analysis, Debate on Contemporary Relevance | Developing analytical skills and appreciating different perspectives in literature |  |
| **3.** | **April** | **Essays (Unit-II Continued)** - Great Books Born out of Great Minds – A.P.J. Abdul Kalam - Female Orators – Joseph Addison - The Gandhian Outlook – S. Radhakrishnan **Composition (Unit-III)** - Letter Writing (Formal & Informal) - E-mail Writing, Notice Writing - Application Writing | Writing Practice, Peer Review, Format Explanation, Real-life Applications | Developing writing proficiency and clarity in communication |  |
| **4.** | **May** | **Composition (Unit-IV)** - Resume Writing - Précis Writing - Developing a Story from a Prompt | Hands-on Writing Exercises, Creativity Enhancement, Summarization Techniques | Strengthening writing structure, summarization, and storytelling skills |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) Even SEMESTER**

**Name of Teacher**: कमलेशशर्मा

**Designation: सहप्राध्यापक**

**Class: बी.ए. प्रथम**

**Subject/ Paper: श्रीमद्भगवद्गीता,स्वस्थवृत्तंछन्दशास्त्रंच**

**Type of course: Major**

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| S. No. | Month |  Topics to be covered | Teaching Learning Strategy | Learning Outcomes of Students | Remarks  |
| 1. | फरवरी | शब्दरुप:मति,नदी,धेनु, मातृ।श्रीमद्भगवतगीता:द्वितीयअध्याय। | कथनविधिएवंव्याख्यानविधि | व्याकरणकेप्रथमसोपानशब्दरुपोंकाज्ञान,गीताकेसांख्ययोगसेजीवनकेमर्मकोजानकरकर्मकरनेकीप्रेरणा |  |
| 2. | मार्च | शब्दरुप:फल,युष्मद्,सर्व,एतद्धातुरुप:पठ्,नश्,नृत्,प्रच्छ्चरकसंहितास्वस्थवृत्तंसूत्र | कथनविधीव्याख्यानविधि | संस्कृतभाषाकेज्ञानकेसाथसाथव्यवहारिकज्ञानप्राप्तकरेंगे।व्याकरणकेप्रथमसोपानशब्दरुपोंकाज्ञानहोगा। |  |
| 3. | अप्रैल | हिंदीसेसंस्कृतमेंअनुवादधातुरुप:रुच्,हृ,भज्,पच्,लभ्,सेवछन्द। | कथनविधीव्याख्यानविधि | छन्दोंकाज्ञानधातुरुपोंकाज्ञानहोगा। |  |
| 4. | मई | पुनरावृत्ति |  |  |  |
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**Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

 **LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**: **Pooja Girotra**

**Designation: Extension Lecturer**

**Class: B.A/B.Sc. IInd Sem**

**Subject/ Paper: Algebra and Number Theory**

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| **S. No.** | **Month** |  **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **February** | Symmetric, Skew symmetric, Hermitian and skew Hermitian matrices, Elementary operations on matrices, Rank of a matrix, Inverse of a matrix, Linear dependence and independence of rows and columns of matrix, Row rank and column rank of a matrix, Eigen values, Eigen vectors and characteristic equation of a matrix, Minimal polynomial of a matrix, Cayley-Hamilton theorem and its use in finding the inverse of a matrix, Unitary and orthogonal matrices. | 1. **Learning through Problem Solving**
2. **Group-Learning & Teaching**
 | Gain knowledge of the concepts of symmetric, skew-symmetric, Hermitian, skew-Hermitian, Orthogonal and Unitary matrices, Linear dependence and independence of rows and columns of a matrix. Have knowledge of procedure and cognitive skills used in calculating rank of a matrix, eigen values, characteristic equation, minimal polynomial of a matrix and technical skills used in solving problems based on Cayley- Hamilton theorem. |  |
| **2.** | **March** | Relations between the roots and coefficients of general polynomial equation in one variable, Solutions of polynomial equations having conditions on roots, Common roots and multiple roots, Transformation of equations, Nature of the roots of an equation, Descarte’s rule of signs. | 1. **Learning through Problem Solving**
2. **Group-Learning & Teaching**
 | Have knowledge of the concepts used in solving problems based on relations between the roots and coefficients of general polynomial equation 34(971) CLO 5 is related to the practical component of the course. in one variable, solutions of polynomial equations having conditions on roots, common roots and multiple roots. Understand Descarte’s rule of signs and learn cognitive and technical skills required in assessing nature of the roots of an equation and solving problems based on these. |  |
| **3.** | **April** | Solutions of cubic equations (Cardon’s method), Biquadratic equations and their solutions. Divisibility, Greatest common divisor (gcd), Least common multiple (lcm), Prime numbers, Fundamental theorem of arithmetic. | 1. **Learning through Problem Solving**
2. **Group-Learning & Teaching**
 | Have deeper and procedural knowledge required for solving cubic and biquadratic equations used in Mathematics as well as many other learning fields of study. To understand the basic concepts of number theory and their applications in problem solving and life- long learning. |  |
| **4.** | **May** | Linear congruences, Fermat’s theorem, Euler’s theorem, Wilson’s theorem and its converse, Chinese Remainder theorem, Linear Diophantine equations in two variables. | 1. **Learning through Problem Solving**
2. **Group-Learning & Teaching**
 | Have knowledge of concepts, facts, principles and theories of Linear Congruences, Fermat’s theorem, Euler’s theorem, Wilson’s theorem and its converse, Chinese Remainder theorem. Attain cognitive skills used in solving linear Diophantine equations in two variables. |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**: Dr Neelima

**Designation: Assistant Professor**

**Class: BA I**

**Subject/ Paper: English/FE**

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| **S. No.** | **Month** |  **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **February**  | Unit I: Word-Accent; Accent and Rhythm in Connected SpeechIntonation: Tune I & II (with reference to short and simple sentences only) | Introduce word stress and identifying the correct stress with common words. Explaining rhythm and intonation patterns in connected speech, through sentence repetition. | Students will recognize and use correct word stress in spoken English and how intonation influences meaning and practicing, improve their natural rhythm and intonation, particularly in simple, short sentences |  |
| **2.** | **March** | Unit II: Phonemic Transcription Simple Words in Common Use in IPA symbols (as used inOxford Advanced Learner's Dictionary | Introduce the International Phonetic Alphabet (IPA) to help with pronunciation, teaching basic symbols for common English sounds. from the Oxford Advanced Learner’s Dictionary, compare transcriptions with standard spellings, | Students will learn to recognize and use IPA symbols for common words, enhancing their pronunciation skills and gain confidence in reading phonemic transcriptions and applying them to improve spoken English. |  |
| **3.** | **April**  | Unit III: Difficulties with Comparatives and Superlatives; Contusion of Participles Activeand Passive Voice; The Prop. Word On; Prepositions; Redundant Pronouns andPreposition. | Introduce the rules for comparatives and superlatives, active vs. passive voice, and the use of the preposition in various contexts, improving their overall sentence accuracy. | Students will accurately use comparatives, superlatives, and the preposition "on" in context, while mastering active and passive voice and also minimize redundancy, enhancing sentence clarity and correctness. |  |
| **4.** | **May** | Unit IV: The Use of Correlatives; Use of Who, Whom, Much, Many, Still & Yet, So That, SoAs, Make and Do; Errors in the use of individual words; the courtesy words: PleaseThank you; Dates and time; Greetings and Salutations; Intensive practice exercises inall the above topics. | Students will learn to use correlative conjunctions,differentiate between "who" and "whom," and practice master idiomatic expressions and polite courtesy words, and proper greetings, reinforcing these skills | Students will accurately use correlative conjunctions, demonstrative words, and apply "still" and "yet" based on context and differentiate between "so that" and "so as," use "make" and "do" correctly, and master courtesy words, greetings, and date/time formats in both formal and informal contexts. |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**: Dr Neelima

**Designation: Assistant Professor**

**Class: BA I**

**Subject/ Paper: English/Minor**

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| **S. No.** | **Month** |  **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **February**  | Unit-1: EssaysJ C Hill: Good Manners Joseph Addison: “On the Whims of Lottery AdventuresM. K. Gandhi: “Playing the English Gentleman” | Interactive Lecture* Group Discussion

Reading and Annotation Questioning Technique Pair work on character analysis | Understand the concept of good manners and their importance in social settings. Analyze Hill’s perspective on good manners.and the role of chance and luck in human life. Appreciate Addison’s satirical writing style.Critically evaluate Gandhi's thoughts on the English gentleman and colonialism and Compare values with those of the Western society. |  |
| **2.** | **March** | Unit-I: EssaysPico Iyer: “Why We TravelUnit-II: Short StoriesRudyard Kipling: “The King and the Tree GoddessShashi Deshpande: “The Beloved Charioteer | Class DiscussionStory reading Reading and analysis- Character study exercises | Examine the deeper reasons behind travel beyond tourism.Develop personal reflections on the meaning of travel.Explore themes of nature, royalty, and cultural beliefs. Appreciate Kipling’s use of allegory and symbolism. Understand the complex relationship between characters in the story and Deshpande’s portrayal of tradition and personal freedom. |  |
| **3.** | **April**  | Anita Desai: “Pigeons at DaybreakMunshi Premchand: “The ChildUnit-III: CompositionParagraph WritingLetter Writing: Letter to the Editor | Guided reading followed by group reflectionand thematic discussion Class debateWriting practice* Peer review sessions

Lecture on letter formats- Model letter writing | Reflect on the theme of isolation and emotional disconnection.Analyze the portrayal of innocence and societal pressures and Premchand’s narrative style and social criticism. Develop skills to structure clear and coherent paragraphs. - Understand the format of a letter to the editor and Practice writing formal letters on contemporary issues. |  |
| **4.** | **May** | Pair of WordsVoiceNarration | Interactive exercisesPair work with examplesExplanation and practice exercisesPeer collaborationTransformative exercises | Learn and identify commonly confused word pairs and use correct word pairs in sentences. Understand and practice transforming sentences from active to passive voice and direct and indirect speech |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

**GOVT. P.G. COLLEGE FOR WOMEN, PANCHKULA**

**Session 2024-25 (EVEN SEMESTER)**

NAME OF PROFESSOR :Vibha Madan

DESIGNATION: Assistant Professor in Psychology

SUBJECT/PAPER:Social Psychology (B23-PSY-201)

CLASS B.A.1(2 ndsemester)

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| SR. NO. | MONTH | TOPICS TO BE COVERED | Teaching Learning Strategy  | Learning outcomes of students  | REMARKS  |
| 1. | February,2025 | Introduction: Meaning, History, Scope and Relationship of Social Psychology with Anthropology and Sociology. Determinants of Social Behaviour. Method: Observation, Sociometry and Survey. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | This branch of Psychology is helpful in understanding the important components of a society. It also helps students to understand the main methods of social psychology – observation, Sociometry and survey. |  |
| 2. | March,2025 | Socialization: Nature, Agencies and Factors Affecting Socialization.Person perception: Nature and Determinants. Attitude: Nature, Formation, Change and Resistance to change. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | This topic is helpful in understanding the process of socialization. It also enriches students with the knowledge of topics like person perception,attitudes, attitudechangeetc. |  |
| 3. | April,2025 | Interpersonal Attraction: Nature and DeterminantsPro-social behaviour: Meaning, Stages and Determinants.Aggression: Nature, Causes and Control. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | The topic enriches students with the concept of interpersonal attraction, aggression and control of aggression and pro- social behaviour. |  |
| 4. | May,2025 | Group Behaviour: Meaning, Formation, Types and Functions of GroupLeadership: Nature, Characteristics and Types.Collective Behaviour: Crowd and Mob. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | The topic is concerned with the way in which our thoughts, feelings and behaviour are influenced by other people and by society as a whole. It acquaint the students with leadership and leadership qualities. The topic enriches students with the concept of collective behaviour. |  |

**TWO ASSIGNMENTS AND ONE MID TERM EXAM WILL BE TAKEN AS PER SCHEDULE**

Signature of A/Prof .

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**: Dr. Sangeeta Rathee

**Designation: Assistant Professor**

**Subject/ Paper: Health and Physical Education**

**Class: BA-Istyear**



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| **S. No.** | **Month** | **Topics to be covered** | **Learning Outcomes of Students** | **Remarks if any** |
| **1.** | **February** | UNIT-I Introduction of Anatomy and PhysiologyMeaning and Definition of Anatomy and Physiology, Importance of Anatomy and Physiology in Physical Education and sports, Cell: Structure, Properties and functions, Meaning of Cell, Tissues, Organs and System, Bone: Meaning and typesSkeletal System: Structure and functions of Skeletal System, Axial and Appendicular Skeleton | 1. **Describe the anatomy and physiology and structure of cell**
 |  |
| **2.** | **March** | UNIT-II Joints and Muscular SystemMeaning of Joints, Type of Joints, Types of Synovial Joints present in human body, Meaning of Muscle, Types of muscles present in human body, Gross Structure of Skeletal Muscle, Structural Classification of Skeletal muscles | 1. Explain the structure of joints and muscular system
 | **Assignment 1****Practical – Skeleton system** |
| **3.** | **April** | UNIT-III Circulatory System and Digestive System, Constituents of blood and Function of blood, Structure of the heart, Types of Blood Circulation: Systemic, Pulmonary and Coronary, Organs of Digestive System, Structure and functions of the digestive system, Process of Food absorption, Name and functions of various digestive juices and enzymes | 1. **Illustrate the basic knowledge about anatomy, physiology of circulatory and digestive system of human body.**
 | **Assignment 2** |
| **4.** | **May** | Unit-IV Respiratory System and Excretory System, Organs of Respiratory system and their functions, Structure of Respiratory system, Exchange of gases in the lungs and tissues, Organs of Excretory System kidneys and skin, Parts and Functions of the urinary system | 1. **Explain the anatomy , physiology of respiratory and excretory system of human body.**
 | **Mid term exam** |

* **Two assignments and oneunit test will be taken as per schedule.**

**Signature of Teacher Principal**

**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**: Dr. Sangeeta Rathee

**Designation: Assistant Professor**

**Subject/ Paper: Health and Physical Education**

**Class: BA-Istyear**



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| **S. No.** | **Month** | **Topics to be covered** | **Learning Outcomes of Students** | **Remarks if any** |
| **1.** | **February** | UNIT-I Introduction of Anatomy and PhysiologyMeaning and Definition of Anatomy and Physiology, Importance of Anatomy and Physiology in Physical Education and sports, Cell: Structure, Properties and functions, Meaning of Cell, Tissues, Organs and System, Bone: Meaning and typesSkeletal System: Structure and functions of Skeletal System, Axial and Appendicular Skeleton | 1. **Describe the anatomy and physiology and structure of cell**
 |  |
| **2.** | **March** | UNIT-II Joints and Muscular SystemMeaning of Joints, Type of Joints, Types of Synovial Joints present in human body, Meaning of Muscle, Types of muscles present in human body, Gross Structure of Skeletal Muscle, Structural Classification of Skeletal muscles | 1. Explain the structure of joints and muscular system
 | **Assignment 1****Practical – Skeleton system** |
| **3.** | **April** | UNIT-III Circulatory System and Digestive System, Constituents of blood and Function of blood, Structure of the heart, Types of Blood Circulation: Systemic, Pulmonary and Coronary, Organs of Digestive System, Structure and functions of the digestive system, Process of Food absorption, Name and functions of various digestive juices and enzymes | 1. **Illustrate the basic knowledge about anatomy, physiology of circulatory and digestive system of human body.**
 | **Assignment 2** |
| **4.** | **May** | Unit-IV Respiratory System and Excretory System, Organs of Respiratory system and their functions, Structure of Respiratory system, Exchange of gases in the lungs and tissues, Organs of Excretory System kidneys and skin, Parts and Functions of the urinary system | 1. **Explain the anatomy , physiology of respiratory and excretory system of human body.**
 | **Mid term exam** |

* **Two assignments and oneunit test will be taken as per schedule.**

**Signature of Teacher Principal**

**GOVT. P. G. COLLEGE FOR WOMEN, PANCHKULA**

**Session 2024-2025 (EVEN SEMESTER)**

Name of Professor- Vandana Goyat

Designation- Associate Professor

Subject/Paper- Political Science

Class- BA. 2nd Semester

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| S. No. | Month | Topics to be covered | Learning Outcomes for students | Remarks if any |
| 1. | February | Theory and practice of Government: Legislature, Executive and Judiciary; Separation of Powers and Rule of Law | Develop a thorough understanding of the theory and practice of government, separation of powers and Rule of Law |  |
| 2. | March | Forms of Government: Unitary and Federal; Parliamentary and Presidential | Understanding various forms of Government |  |
| 3. | April | Operational Dynamics of Political System: Political Parties, Pressure Groups, Representation and Bureaucracy | Understanding the nature and operation of Political Parties, pressure groups, representation and bureaucracy |  |
| 4. | May | Political Regimes: Monarchy, Totalitarianism, Military Rule and Democracy | Comprehend the functioning of monarchy, totalitarianism, military rule and democracy |  |

* **Assignment and Mid-term exam will be taken as per schedule.**

**Signature of Teacher Principal**

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) ODD SEMESTER**

**Name of Teacher**: Dr Neelima

**Designation: Assistant Professor**

**Class: BA I**

**Subject/ Paper: Functional English**

**Type of course( major/ minor/ VAC/ AEC/SEC/ MDC):Major**

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| **S. No.** | **Month** |  **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **July/August** | Definition and Scope of LinguisticsDifference between Phonetics and PhonologyThe Speech Mechanism | Define linguistics and its branches; discuss their interconnections and relevance.Explain phonetics (physical sounds) vs. phonology (sound systems); use comparative examples. Describe the anatomy and physiology of speech production with diagrams and demonstrations. | Students can define linguistics, identify its branches, and explain their interconnections and differentiate between phonetics and phonology and apply each to analyze sounds and identify speech mechanism components and explain their roles in sound production. |  |
| **2.** | **September**  | Basic Concepts: Phoneme, Allophone, Vowel, Consonant, Consonant Cluster andSyllableDescription of the British R.P. Speech Sounds: Vowels and Consonants. | Define and differentiate phoneme, allophone, vowel, consonant, consonant cluster, and syllable; use examples to illustrate each concept.Describe the vowels and consonants of Received Pronunciation (R.P.) with examples and IPA symbols.  | Students can define and distinguish these basic phonological concepts and analyze their roles in language.Students develop their linguistic competence and communicative skills |  |
| **3.** | **October**  | Articles; Parts of Speech; Nouns; Singular and Plural; Verbs: Linking Verbs,Transitive & Intransitive Verbs; Agreement of Verbs and Subject | Recognize and understand the meaning of targeted grammatical structures in written and spoken form. |  Students learn basic tools of English language and upgrade their ability to functional utilization of the language through the practical application of grammar rules. |  |
| **4.** | **November**  | Tenses & their Use; Tag questions; Transformation; Confusion of Adjectives andAdverbs; Adverbial use of No, Not and None | Recognize and understand the meaning of targeted grammatical structures in written and spoken form. | Students learn basic tools of English language and upgrade their ability to functional utilization of the language through the practical application of grammar rules. |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

 **GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) ODD SEMESTER**

**Name of Teacher**: Dr Neelima

**Designation: Assistant Professor**

**Class: BA I**

**Subject/ Paper: English**

**Type of course( major/ minor/ VAC/ AEC/SEC/ MDC):Minor**

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| **S. No.** | **Month** |  **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **July/August**  | Unit-1:ProseR.K. NarayanCharles LambFrancis BaconA.P.J Abdul Kalam | Read a variety of texts critically and proficiently to demonstrate in writing or speech. | Read and write with interpretive proficiency in one creative literary form. |  |
| **2.** | **September**  | Unit-II: Poetry Rabindranath TagoreRudyard KiplingWilliam WordsworthKaran Singh |  Identify and explain the significance of the essential elements of the writer's craft in given poems (i.e. poetic structures such as the lyric, the sonnet etc. | Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations.﻿Develop their critical thinking skills |  |
| **3.** | **October**  | Unit III:GrammarTensesArticle | Recognize and understand the meaning of targeted grammatical structures in written and spoken form. | Use grammatical structures accurately. |  |
| **4.** | **November**  | Subject verb agreementPrepositionRevision | Recognize and understand the meaning of targeted grammatical structures in written and spoken form. | Use grammatical structures accurately. |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

Department of Geography Lesson plan- 2024-25 (Even Semester)

Human Geography–I (Theory) Class- BA-Major, Semester-2

| Month/Year | Topics to be covered | Co-curricular activities | Course outcome |
| --- | --- | --- | --- |
| February 2025 | Definition, nature and scope of human geography.Development of human | *Assignments tests**Topical presentations Quiz /online test Geographical demonstrations etc*References:Human Geography & People and economy (12th)- NcertHuman Geography made simple, Rupa PublicationHuman Geography by majid HussainHuman Geography by BC Jaat malik PublicationAtlas of any publication | After completing this course, the students will be able to: |
|  | geography approaches to study |  |
|  | human geography, | 1. gain knowledgeabout the |
|  | branches and relation with other | fundamentals of |
|  | social Sciences. | human geography. |
| March 2025 | Human race: Meaning,classification of races and their global diffusion and distribution. | 2. enhance the knowledge of race and religion. |
|  | Religion: Meaning, nature and | 3. understand the |
|  | classification. | organization ofspace. |
|  | Evolution and global distribution |  |
|  | of major religions in the world. | 4. familiarize withworld economic systems. |
| April 2025 | Organization of space: central |
|  | place theory, agricultural |  |
|  | location model and industrial |  |
|  | location model. |  |
|  | Distribution, density and growth |  |
|  | of population: determinants and |  |
|  | world pattern. |  |
| May 2025 | World pattern of development: |  |
|  | economy and polity |  |
|  | World pattern of migration: |  |
|  | streams and determinants |  |
|  | Practice and Revision |  |

Name & Signature of the Teacher

Department of Geography Lesson plan- 2024-25 (Even Semester)

Human Geography –I(Practical) Class- B.A Major, Semester-2

| Month/Year | Topics to be covered | Co-curricular activities |  |
| --- | --- | --- | --- |
| February 2025 | Composition of major religions of the world (1exercise) | *Assignment tests Topical**presentations Geographical demonstrations etc* | After completing this, students will be able to:***gain knowledge of mapping socio - economic and demographic data.*** Familiar with and |
| March 2025 | Methods of representing population distribution and (1excercises) |
|  |  |  | Understand |
|  | Methods of representing population density (1excercises) | References: | the basic terminologies and concept on population composition |
| Practical geography byJ.P. Mishra | Select data andrepresent through suitable diagrams and |
| April 2025 | Flow diagram of migration streams of world population (1 excercise) |
|  |  |  | maps |
|  | Plotting of isotims (1 exercises) andPlotting of isodapane (1 exercises) | Practical Geography byR.L. SinghNcert Practical of 11th & 12th class | Describe steps of construction of sheets Acquire skills to interpret various aspects population variationsApply knowledge in |
| May 2025 | Spatial growth of world |
|  | population (1 exercises) |  | decision making |
|  | temporal growth of world |  |  |
|  | population (1 exercises) |  |  |
|  | Practice and Revision |  |  |

Name & Signature of the Teacher

Department of Geography Lesson plan- 2024-25 (Even Semester) General Geography of India–I (Theory) Minor Semester-2

| Month/Year | Topics to be covered | Co-curricular activities | Course outcome |
| --- | --- | --- | --- |
| February 2025 | India: Locational setting and geographical expansion.Physiographic divisions of India. | *Assignments tests**Topical presentations Quiz /online test Geographical demonstrations etc*References: Physical Setting of India 11th class NCERTPeople and economy (12th)- NCERTPhysical & Human Geography made simple, Rupa PublicationGeography of IndiaD.R Khullar and Ashok DiwakarAtlas of any publication | After completing this course, the learner will beable to:1. understand thelocation,geographicalexpansion, andphysiography.2. haveacquaintance with the drainage and climate.3. enrichknowledge aboutpeopling of thenation.4. internalize theconcept of unity in diversity of our nation. |
|  | The mighty Himalayas |
|  | The Great Plains of India |
|  | The Invaluable Plateau of India |
|  | The Islands |
| March 2025 | Drainage system- Himalayan & Peninsular riversClimate- meaning, factors |
|  | affecting & Characteristics |
|  | Soil of India and |
|  | natural vegetation- factors |
|  | affecting, types & distribution |
| April 2025 | The Peopling of India. |
|  | Population distribution, density |
|  | and growth. |
| May 2025 | Population composition: ethnic |
|  | and socio-cultural attributes |
|  | (castes and tribes). |
|  | Unity in diversity in India |
|  | Practice and Revision |

Name and signature of Teacher

 **GOVT. P.G. COLLEGE FOR WOMEN, PANCHKULA**

**Session 2024-25 (EVEN SEMESTER)**

NAME OF PROFESSOR :Vibha Madan

DESIGNATION: Assistant Professor in Psychology

SUBJECT/PAPER:Stress Management (B23-PSY-204)

CLASS B.A.1Minor Psychology (2 ndsemester)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SR. NO. | MONTH | TOPICS TO BE COVERED | Teaching Learning Strategy  | Learning outcomes of students  | REMARKS  |
| 1. | February,2025 | Stress: Nature, Symptoms and Sources of Stress | student centered strategySummative assessment strategy Experiential learning | In this curriculum, students learn and become aware of the actual meaning of stress,symptoms and its sources. |  |
| 2. | March,2025 | Stress and Health: Effect of Stress on Cardio-Vascular System, Endocrine System and Immune System | student centered strategySummative assessment strategy Experiential learning | Students learn about the effects of Stress on Cardio-Vascular System, Endocrine System and Immune System. |  |
| 3. | April,2025 | Managing Stress: Methods- Yoga, Meditation, Relaxation Training and Biofeedback. | student centered strategySummative assessment strategy Experiential learning | The students gain knowledge and insight on management of stress and meditation , relaxation, training and biofeedback techniques and methods. |  |
| 4. | May,2025 | Coping with Stress: Use of Distraction, Imagery and resilience | student centered strategySummative assessment strategy Experiential learning | The students learn how to cope with stress and usedistraction,imagery and resilience. |  |

**TWO ASSIGNMENTS AND ONE MID TERM EXAM WILL BE TAKEN AS PER SCHEDULE**

Signature of A/Prof .

**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

 **LESSON-PLAN (Session 2024-25) EVENSEMESTER**

**Name of Teacher**: Ms Veenu Mittal

**Designation:** Assistant Professor

**Class: BAI MINOR (CCM)**

**Subject/ Paper:**Introduction to Indian Economy B23-ECO-202

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. No.** | **Month** | **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **Feb,****2025** | Introduction to the Indian economy: size, growth, and significance, Key sectors of the Indian economy; Agriculture: importance, challenges, and government initiatives, Industry: manufacturing, mining, and construction sectors, Services: IT, telecommunications, finance and tourism. India's position in the global economy. | Group learning and teaching | Know economic systems, resource allocation, types of economies, Indian economy's size, sectors, challenges, government initiatives, and global standing.  |  |
| **2.** | **March, 2025** | Major Economic Challenges in India: Poverty and Income Inequality, Government initiatives and policies to reduce poverty and inequality. Unemployment and Skill Development: Types and causes of unemployment in India, Youth unemployment and the demographic dividend. Government schemes and initiatives to promote employment and skill enhancement. | Group learning and teaching | Understand causes and consequences of inequality, unemployment, infrastructure challenges, government initiatives, |  |
| **3.** | **April,****2025** | Importance of infrastructure in economic development, Challenges in transportation, energy, and urban infrastructure, Government initiatives, Environmental Sustainability: Environmental challenges in India | Group learning and teaching | Understand the importance, issue and challenges of Infrastructure and environmental sustainability in Indian economy |  |
| **4.** | **May,****2025** | Economic Reforms: Need, objectives and features before 1991; New Economic Policy (Liberalisation Privatisation Globalisation) reforms after 1991: achievements and failures; NITI Aayog: need, objectives | Group learning and teaching | Understand the challenges, achievements and failure during different five years plans t& know the strategies for economic reforms before and after 1991. |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

**GOVT. P.G. COLLEGE FOR WOMEN, PANCHKULA**

**Session 2024-25 (EVEN SEMESTER)**

NAME OF PROFESSOR :Vibha Madan

DESIGNATION: Assistant Professor in Psychology

SUBJECT/PAPER:Social Psychology (B23-PSY-201)

CLASS B.A.1(2 ndsemester)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SR. NO. | MONTH | TOPICS TO BE COVERED | Teaching Learning Strategy  | Learning outcomes of students  | REMARKS  |
| 1. | February,2025 | Introduction: Meaning, History, Scope and Relationship of Social Psychology with Anthropology and Sociology. Determinants of Social Behaviour. Method: Observation, Sociometry and Survey. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | This branch of Psychology is helpful in understanding the important components of a society. It also helps students to understand the main methods of social psychology – observation, Sociometry and survey. |  |
| 2. | March,2025 | Socialization: Nature, Agencies and Factors Affecting Socialization.Person perception: Nature and Determinants. Attitude: Nature, Formation, Change and Resistance to change. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | This topic is helpful in understanding the process of socialization. It also enriches students with the knowledge of topics like person perception,attitudes, attitudechangeetc. |  |
| 3. | April,2025 | Interpersonal Attraction: Nature and DeterminantsPro-social behaviour: Meaning, Stages and Determinants.Aggression: Nature, Causes and Control. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | The topic enriches students with the concept of interpersonal attraction, aggression and control of aggression and pro- social behaviour. |  |
| 4. | May,2025 | Group Behaviour: Meaning, Formation, Types and Functions of GroupLeadership: Nature, Characteristics and Types.Collective Behaviour: Crowd and Mob. | Classroom discussion & student centered strategyLearning by giving notes and assignments (Assignment based learning)Summative assessment strategy Experiential learning  | The topic is concerned with the way in which our thoughts, feelings and behaviour are influenced by other people and by society as a whole. It acquaint the students with leadership and leadership qualities. The topic enriches students with the concept of collective behaviour. |  |

**TWO ASSIGNMENTS AND ONE MID TERM EXAM WILL BE TAKEN AS PER SCHEDULE**

Signature of A/Prof .