Syllabus for one year PG Diploma in Translation (Hindi/English/Panjabi) session 2020-21

Scheme of Study

Name of the Paper	Periods per Week
1. Aspects of Translation	6 Periods
2. Syntactic and Semantic Structures and Translation	6 Periods
3. Information Technology and Machine Translation	6 Periods
4. Project Work	6 Periods
5. Open Elective (Hindi Bhasha Sampreshan Kaushal)	2 Periods

Scheme of One Year Post-Graduate Diploma in Translation (Hindi/English/Panjabi) 2020-21 under Choice Based Credit System (CBCS)

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory Exam.	Internal Assessment	Total	Duration
PGDT-101	Aspects of Translation	6	6	80	20	100	3 Hrs
PGDT-102	Syntactic and Semantic Structures and Translation	6	6	80	20	100	3 Hrs
PGDT-103	Information Technology and Machine Translation	6	6	80	20	100	3 Hrs
PGDT-104	I) Project Work (Theory) II) Project Work (Viva-Voce)	6	6	i) 60 ii) 40	i) --- ii) ---	100	-
PGDT-105	Open Elective (Hindi Bhasha Sampreshan Kaushal)	2	2	40	10	50	2 Hours
	Credit/Marks	26	26	-	-	450	-

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment.
(b) In Open Elective Paper : 40 Marks for External Examination and 10 Marks for Internal Assessment.
(c) 60 Marks for Project Work and 40 Marks for Viva-Voce.

P.G. Diploma in Translation (Hindi/English/Panjabi)

PGDT-101
Aspects of Translation

Credit : 6 **Max. Marks : 80+20**
Time : 3 Hours **Theory: 80, Internal Assessment : 20**

Note for students (To be printed in the question paper)

1. Besides question No. 9 which is compulsory a candidate shall choose one question from each of the four units, attempting five questions in all.
2. Each of the five questions will carry 16 marks.

Note for Paper Setters:

1. The paper setter will set 9 questions in all.
2. Two questions will be set from each unit.
3. Question No. 9 shall consist of 8 objective type questions spread over the whole syllabus. There will be no internal choice in this question.

Unit – I : Translation: Meaning, Nature and Scope,, Art, Science or Craft. History of Translation 16th cent. to 21th cent.- Western and Indian, Principles of Translation. Globalization and Translation, Translation and Culture : A Semiotic Perspective; Linguistics and Translation.

Unit –II : Process of Translation-Source Language Text, Target Language Text, Analysis, Transfer, Restructuration. Functions of Translation. Vinay and Darbelnet's Methods 0f Translation; Models of the process of Translation – Nida, Newmark, Bathgate. Hallidayan Model of Language and Discourse.

Unit- III : Types of Translation on the Basis of Medium, Process and Text; Theories of Translation-Catford's Linguistics Theory, Reiss's Text Type Theory, Mary Snell Hornby's Integrated Approach, Hens J. Vermeer's Skopos Theory, Nord's Text Analysis.

Unit-IV : Issues of Translation -Notion of Untranslatability, Lose and Gain; Equivalence; Evaluation of Translation Quality- Mentalistic view, Behaviouristic View; Problems of Translation – Literary and Non-Literary. Future of Translation as an Activity and as a Discipline.

Suggested Readings

1. Jeremy Munday 2001, Introducing Translation Studies: Theories and Applications. New York, Routledge
2. Shastri, Pratima Dave 2012, Fundamental Aspects of Translation. , New Delhi , PH Learnings.
3. Bell, Roger, T. 1991. Translation and Translating: Theory and practice, London ,Longman.
4. Bassnett, Susan and Trivedi Harish (Eds.) 1999.Postcolonial Translation: Theory and Practice, London, Routledge.

P.G. Diploma in Translation (Hindi/English/Panjabi)

PGDT-102
Syntactic and Semantic Structures and Translation

Credit : 6 **Max. Marks : 80+20**
Time : 3 Hours **Theory: 80, Internal Assessment : 20**

Note for students (To be printed in the question paper)

1 Besides question No. 9 which is compulsory a candidate shall choose one question from each of the four units, attempting five questions in all.
2 Each of the five questions will carry 16 marks.

Note for Paper Setters:

1. The paper setter will set 9 questions in all.
2. Two questions will be set from each unit.
3. Question No. 9 shall consist of 8 objective type questions spread over the whole syllabus. There will be no internal choice in this question.

Unit – I : Syntactic structures and Translation : Introduction, Scope. Structure of Sentences- Simple, Compound and complex. Different Types of Sentence Constructions; Structure of Clauses- Subordinate Clauses, Noun Clauses, Relative Clauses, Adverbial Clauses. Structure of Phrases- Noun Phrases, Post-Positional Phrases/Prepositional Phrases, Adjectival Phrases, Verbal Phrase, Adverbial Phrases. Analysis and Comparison of Syntactic Structures of Hindi/English/Panjabi.

Unit-II : Morphological Structure of Word Classes and Translation-Gender, Number, Tense, Aspect, Case, Post-Positions/Prepositions; Nouns, Noun- Inflection, Noun Derivation, Noun Compounds, Pronouns, Adjectives, verbs, Adverbs, Particles, Connectives, Articles, Voice, Interjections.

Unit- III : Semantics and Translation- Semantics, Definitions, Types of Meaning; Theories of Meaning- Thing Theory of Meaning, The Idea Theory of Meaning, The Use Theory of Meaning. Semantic Components and Semantic Links, Lexical Relations: Contrast and Affinity. Idioms- The Non-Compositional and Compositional Approach to Idioms, Idioms and Conceptual Metaphors.

Unit- IV : Lexicography and the Tools for Translation; Vocabulary and Translation- Literary, Scientific, Technical, Administrative, Business etc. Translation of Official Documents, Letters, Official Notifications. Translation of Texts- Literary, Social, Political, Enviornment, Law, Information Technology, Science, Journalism (Hindi to English and vice-versa Panjabi to English and Vice- Versa).

Classroom Practice

Translation practice will be based on entire syllabus.

Suggested Readings

1. Koul, Omkar N. 2009, Modern Hindi, Dunwoody Press.
2. Kachru,Yamuna1966.An Introduction to Hindi Syntax,: The University of Illinois.,Urbana
3. Kachru, Yamuna1980 Aspects of Hindi Grammar., New Delhi, Manohar.
4. Bahl,Kalicharan 1974, Studies in the Semantic Structure of Hindi, Delhi, Motilal Banarsidas.

P.G. Diploma in Translation (Hindi/English/Panjabi)

PGDT-103
Information Technology and Machine Translation

Credit : 6 **Max. Marks : 80+20**
Time : 3 Hours **Theory: 80, Internal Assessment : 20**

Note for students (To be printed in the question paper)

1. Besides question No. 9 which is compulsory a candidate shall choose one question from each of the four units, attempting five questions in all.
2. Each of the five questions will carry 16 marks.

Note for Paper Setters:

1 The paper setter will set 9 questions in all.
2 Two questions will be set from each unit.
3 Question No. 9 shall consist of 8 objective type questions spread over the whole syllabus. There will be no internal choice in this question.

Unit –I : Machine Translation- Introduction, History of Machine Translation, Current Status of Machine Translation in India, Developments and Use of Machine Translation.

Unit-II : Machine Translation process; Machine translation Approaches-Rule Based Machine Translation- Direct, Transfer Based, Interlingual, Corpus Based, Hybrid Machine Translation- Example Based, Statistical Based Approach. Natural Language Processing, Artificial Intelligence.

Unit-III : Neural Machine Translation; Word sense Disambiguation; Ontologies in Machine Translation. Evaluation of Machine Translation; Problems in Machine Translation, Ethics of Machine Translation.

Unit-IV : Machine Aided Translation; Transfer based Machine Translation- Analysis and Transformation- Hindi to English Transfer Based, Semantic Issues in Machine Translation, Syntax Based Machine Translation. Divergence Patterns in Machine Translation between Hindi and English.

Suggested Readings

1. Juliane House. Translation: A Multi Discipline Approach- Palgrave: Macmillan.
2. Henisz- Dorstert, B. et al 1879. Machine Translation, The Hague; Mouton.
3. Cronin, M. 2003 Translation and Globalization. London: Routledge.

P.G. Diploma in Translation (Hindi/English/Punjabi)

PGDT-104
Project Work

Credit : 6 **Max. Marks : 100**
Project Work: 60 Marks
Viva-Voce: 40 Marks

The candidate will submit two copies of his/her project work for evaluation.

The student will attach certificate of authenticity duly certified by his/her supervisor.

(a) Translation of English Literary or Non literary text into Hindi or Punjabi.

(40-50 Pages)

OR

(b)Translation of Hindi or Punjabi Literary or Non- literary text into English.

(40-50 Pages)

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषदद्वारा प्रदत्त)

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति) एवं LOCF के अंतर्गत

पोस्ट-ग्रेजुएट डिप्लोमा इन ट्रांसलेशन

के लिए हिंदी पाठ्यक्रम

सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)		
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक
PGDT-105	**हिंदी भाषा संप्रेषण कौशल**	**02**	**02**	**40**	**10**	**50**

हिंदी भाषा संप्रेषण कौशल

क्रेडिट – 2 **कुल अंक-50**
समय-2 घंटे, **परीक्षा अंक – 40, आंतरिक मूल्यांकन –10**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा में संप्रेषण कौशल का विकास।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा संप्रेषण में सक्षम।
- सृजनात्मक, कार्यालयी व व्यावसायिक क्षेत्र में प्रयुक्त हिंदी भाषा का ज्ञान।

परीक्षा संबधी निर्देश –

- निर्धारित पाठ्यक्रम में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को किन्हीं 05 का उत्तर देना होगा। प्रत्येक के लिए 06 अंक निर्धारित हैं।

- निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 01 अंक निर्धारित हैं।

पाठ्य विषय

- संप्रेषण की अवधारणाऔर महत्व, संप्रेषण के प्रकार (मौखिक और लिखित),
- संप्रेषण के माध्यम, संप्रेषण में बाधाएं और चुनौतियां,
- संप्रेषण के विविध रूप (साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा)
- प्रयोजनमूलक हिंदी की अवधारणा, प्रयोजनमूलक हिंदी और अनुवाद, पारिभाषिक शब्दावली और उसकी निर्माण प्रक्रिया।
- प्रशासनिक भाषा का स्वरूप और महत्व, सरकारी पत्रों के प्रमुख अंग, कार्यालयी पत्र लेखन के विभिन्न प्रकार, प्रारूपण, टिप्पण।
- सृजनात्मक भाषा (अनुभूति की प्रधानता, अर्थ की विशिष्टता एवं विविधता, भाषा शैली की विविधता) सृजनात्मक भाषा के विविध पक्ष (शब्द शक्तियां, अंलकरण, सादृश्य विधान, मानवीकरण, मुहावरे, लोकोक्तियां)
- व्यावसायिक क्षेत्र की हिंदी (बैंक, बीमा, मीडिया),विज्ञापन की भाषा का स्वरूप और विशेषताएं, प्रिंट, इलेक्ट्रोनिक और ई-विज्ञापनों की भाषा

सहायक पुस्तकें

- हिन्दी भाषा का उद्भव और विकास – उदयनारायण तिवारी, भारती भंडार
- हिन्दी भाषा और लिपि का ऐतिहासिक विकास – सत्यनारायण तिवारी
- राष्ट्रभाषा हिन्दी : समस्याएँ और समाधान - देवेन्द्रनाथ शर्मा
- प्रयोजनमूलक हिन्दी – दंगल झाल्टे, वाणी प्रकाशन
- प्रयोजनमूलक हिन्दी – प्रो. रमेश जैन, नेशनल पब्लिशिंग हाउस
- राजभाषा सहायिका – अवधेश मोहन गुप्त, प्रभात प्रकाशन
- जनसंचारिकी सिद्धांत और अनुप्रयोग – प्रो. राम लखन मीना, कल्पना प्रकाशन
- जनसंपर्क सिद्धांत और व्यवहार – अर्जुन तिवारी

SYLLABUS FOR ONE YEAR CERTIFICATE COURSE IN COMMUNICATION SKILLS, Session 2020-21

SCHEME OF STUDY

	Name of the Paper	Periods/Week
1.	Oral Communication	4 Periods
2.	Written Communication	4 Periods
3.	Personality Development	4 Periods
4.	Open Elective (Hindi Bhasha Aur Vyakaran)	2 Periods

Scheme of One Year Certificate Course in Communication Skills w.e.f. session 2020-21 under Choice Based Credit System (CBCS)

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory Exam.	Internal Assessment	Total	Duration
CCCS-101	Oral Communication	4	4	60	15	75	3 Hrs
CCCS-102	Written Communication	4	4	60	15	75	3 Hrs
CCCS-103	Personality Development	4	4	60	15	75	3 Hrs
CCCS-104	Open Elective (Hindi Bhasha Aur Vyakaran)	2	2	40	10	50	2 Hrs
Total Credit Marks		**14**	**14**	**-**	**-**	**275**	**-**

- 60 Marks for External Examination and 15 Marks for Internal Assessment.
- In Open Elective Paper : 40 Marks for External Examination and 10 Marks for Internal Assessment.

CCCS - 101
Oral Communication

Credit: 4 **Max. Marks: 60+15**
Time : 3 Hours **Theory: 60, Internal Assessment : 15**

Note: - 1. Nine questions will be set in all by the examiner and the candidates are required to attempt five questions in all including one compulsory question.
2. Question No. 9 is compulsory consisting of short answer type questions and spread over the entire syllabus. Phonetic Transcription (10 Marks), other short answer type questions (10 Marks) (10+10 = 20 Marks)
3. The remaining eight questions are to be set from 4 units, at least two questions from each unit. The candidate is required to attempt four questions, selecting at least one question (10 marks each) from each unit. (10 * 4 = 40 Marks)

UNIT-I: Communication: Meaning, Nature, Importance and Purpose of Communication, Types of Communication, Process of Communication, Communication Network in an Organisation, Strategy for Effective Communication, Verbal and Non-Verbal Communication, Barriers to Communication, Cross Cultural Communication Language as a tool of Communication, Technology based Communication Tools.

UNIT-II: The Process of Listening, Barriers to Listening, Types of Listening, Benefits of Effective Listening, Note Taking ad Note Making.

UNIT-III: Spoken English in India, The Organs of Speech, Description and Articulation of English Speech Sounds, Syllables and Stress (Weak Forms, Intonation), Connected Speech, Spelling and Pronunciation, International Phonetic Alphabet Transcription of Received Pronunciation of Words as per the Oxford Advanced Learners Dictionary of H.S. Hornby.

UNIT-IV: Presentation Skills; Interview Skills- Preparing for an Interview, Interview Techniques, Public Speaking, Preparing the Speech, Organising the Speech, Delivering the Speech.

Classroom Practice:

- Greeting and introducing.
- Practising Short Dialogues.
- Group Discussions, Seminars/Paper-Presentations.
- Listening News/Conversations/Telephonic Conversation.

*** Internal assessment will be marked on the basis of Presentations in the class.**

Suggested Readings:

1. Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.
2. Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
3. Prasad, P. Communication Skills, S.K. Kataria & Sons.
4. Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.
5. Roach Peter. English Phonetics and Phonology.
6. A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.

CCCS - 102
Written Communication

Credit: 4 **Max. Marks: 60 + 15**
Time : 3 Hours **Theory: 60, Internal Assessment : 15**

Note:- 1. Nine questions will be set in all by the examiner and the candidates are required to attempt five questions in all including one compulsory question.

2. Question No. 9 is compulsory consisting of short answer type questions and spread over the entire syllabus. (20 marks)

3. The remaining eight questions are to be set from 4 units, at least two questions from each unit. The candidate is required to attempt four questions, selecting at least one question from each unit. (10 * 4 = 40 Marks)

UNIT-I: Reading Skills: Purpose, Process, Methodologies Strategy, Reading Comprehension.

UNIT-II: Effective Writing Skills: Elements of Effective Writing, Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release. Correspondence: Personal, Official and Business, Report Writing, Dialogue writing, Essay writing.

UNIT-III: Idioms and Phrases, Words Often Confused, One Word Substitutes, Word Formation: Prefixes, Bases and Suffixes (Derivational & Inflectional). Word Choice: Appropriate Words, Idioms and Phrases.

UNIT-IV: Remedial Grammar and Usage, Important Aspects of English Grammar and Usage, Phrases and Clauses.

Classroom Practical:

- Based on entire syllabus.

*** Internal assessment will be marked on the basis of writing tests in the class.**

Suggested Readings:

1. Prasad, P. The Functional Aspects of Communication Skills, Delhi.
2. Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
3. McCarthy, Michael. English Vocabulary in Use, Cambridge University Press.
4. Rajinder Pal and Prem Lata. English Grammar and Composition, Sultan Chand Publication.

CCCS - 103
Personality Development

Credit: 4 **Max. Marks: 60 +15**
Time : 3 Hours **Theory: 60, Internal Assessment : 15**

Note:- 1. Nine questions will be set in all by the examiner and the candidates are required to attempt five questions in all including one compulsory question.

2. Question No. 9 is compulsory consisting of short answer type questions and spread over the entire syllabus. (20 marks)

3. The remaining eight questions are to be set from 4 units, at least two questions from each unit. The candidate is required to attempt four questions, selecting at least one question from each unit. (10 * 4 = 40 Marks)

UNIT-I: Soft Skills: Improving soft skills; Personality Development-Personality Analaysis, Vivekananda's Concept of Personality Development, Personality Traits and Leadership Qualities; Personality Types.

UNIT-II: Career Planning- Benefits; Motivation and Achieving goals; SWOT Analysis, Team Building and Team work.

UNIT-III: Values-Power of Values, Personal Values, Cultural Values, Social Values, Etiquette; Classification of Etiquette, Practicing good Manners, Significance of Self-discipline.

UNIT-IV: Time Management- Analysis of Time Matrix, Effective Scheduling; Stress Management-Effects of Stress; Kinds of Stress, Sources of Stress.

* Internal Assessment will be marked on the basis of Questions, Group Activity and Self-Assessment test.

Suggested Readings

1. Alex, K. (2010) Soft Skills, S. Chand Publishing, New Delhi.
2. Mitra, Barun K. 2011 Personality Development and Soft Skills, Oxford University Press.

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषदद्वारा प्रदत्त)

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति) एवं LOCF के अंतर्गत

सर्टिफिकेट कोर्स इन कम्युनिकेशन स्किल

के लिए हिंदी पाठ्यक्रम

सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)		
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक
CCCS-104	हिंदी भाषा और व्याकरण	**02**	**02**	**40**	**10**	**50**

हिंदी भाषा और व्याकरण

क्रेडिट – 2 **कुल अंक-50**
समय- 2 घंटे, **परीक्षा अंक – 40, आंतरिक मूल्यांकन – 10**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा व व्याकरण का ज्ञान।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा की संरचना से परिचय।
- हिंदी भाषा के विविध रूपों से परिचय।

परीक्षा संबधी निर्देश –

- निर्धारित पाठ्यक्रम में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को किन्हीं05 का उत्तर देना होगा। प्रत्येक के लिए 06 अंक निर्धारित हैं।

- निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 01 अंक निर्धारित हैं।

पाठ्य विषय

- हिंदी के विविध रूप (राष्ट्रभाषा, राजभाषा, संपर्क भाषा),
- हिंदी भाषा और भारतीय संविधान,
- हिंदी की बोलियां।
- व्याकरण का स्वरूप और महत्व
- देवनागरी लिपि का मानकीकरण।
- हिंदी की वर्ण-व्यवस्था: स्वर एवं व्यंजन।
- हिंदी भाषा शब्द भंडार - तत्सम, तद्भव, देशज, विदेशी
- शब्द निर्माण – उपसर्ग, प्रत्यय,
- पर्यायवाची शब्द, विलोम शब्द,
- संज्ञा, सर्वनाम, विशेषण, क्रिया
- मुहावरे, लोकोक्तियां
- हिंदी वाक्य रचना, वाक्य और उपवाक्य, वाक्य के भेद
- शब्द शुद्धि और वाक्य शुद्धि
- पारिभाषिक शब्दावली

सहायक पुस्तकें

- हिन्दी व्याकरण – कामता प्रसाद गुरु
- हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी
- हिन्दी भाषा की संरचना – भोलानाथ तिवारी
- परिष्कृत हिन्दी व्याकरण – बदरी नाथ कपूर
- सामान्य हिन्दी – हरदेव बाहरी
- सामान्य हिन्दी – डॉ. पृथ्वी नाथ पाण्डेय

KURUKSHETRA UNIVERSITY, KURUKSHETRA
COURSES OF READING AND SYLLABI
FOR
CERTIFICATE COURSE IN URDU, 2020-21

1. This is the one year elementary course of Urdu language.
2. The classes of this course held in the evening.
3. This course comprises three tier learning system, one elementary i.e. knowledge of alphabets, script writing and making short sentences from the beginning.
4. Through this course candidates can read, write and speak Urdu very well.
5. They can use this language in radio, Television and newspaper as a job oriented through the jobs of translator and as interpreter.
6. Through this elementary course candidates can speak Urdu and any other language and its correct pronunciation to the extent of daily practical needs.
7. This course also helps and fulfill the need of research scholars in the subjects of medieval Indian History, Punjabi, Fine Arts, Ancient Indian history, Music, Indian theatre and visual arts, Law, Police administration etc.
8. This language is very useful and important for the Urdu lovers those who are interested in Urdu poetry and Sufi Shayeri and Kalaam-e-Tasawwuf or those who themselves do poetry in Urdu, Punjabi, Hindi or any other language.
9. Urdu is most important language for journalism, anchoring, advertising, and also this language improve your personality and provide you recognisation through correct and proper use of Urdu words and idioms.

Outlines of test, syllabi and course of reading for Certificate Course in Urdu for the w.e.f. session 2012-2013 in is as follows:

The total marks for this course is 250 distributed as follows:

(i) There will be two written papers of 80 marks each of 3 hours duration.

(ii) There will be internal assessment of 40 marks for both papers i.e. 20+20 based on the following criteria:

(a) Two handwritten Assignments (1st Assignment after one month & 2nd Assignment after two months)

(b) One Class Test (One period duration)

(c) Attendance
Marks for Attendance will be given as under:

(1) 91% onwards: 5 marks
(2) 81% to 90% : 4 marks
(3) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*

*for students engaged in co-curricular activities of the colleges only/authenticated medical grounds duly approved by the concerned Principal.

(iii) There will be one viva-Voce examination of 50 marks.

DEAN FACULTY OF ARTS & LANGUAGES
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of One Year Certificate Course in Urdu w.e.f. Session 2020-21 under Choice Based Credit System (CBCS)

Certificate Course in Urdu

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory Exam.	Internal Assessment	Total	Duration
CCU-101	Prose and Poetry	4	4	80	20	100	3 Hrs
CCU-102	Grammar & Composition	4	4	80	20	100	3 Hrs
CCU-103	Viva-Voce	2	-	50	-	50	-
CCU-104	Open Elective (Hindi Bhasha Aur Vyakaran)	2	2	40	10	50	2 Hrs
Total Credit /Marks		**12**	**10**	**-**	**-**	**300**	**-**

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment.

(b) In Open Elective Paper : 40 Marks for External Examination and 10 Marks for Internal Assessment.

(c) 50 Marks for Viva-Voce.

KURUKSHETRA UNIVERSITY, KURUKSHETRA
COURSES OF READING AND SYLLABI
FOR
CERTIFICATE COURSE IN URDU, 2020-21

CCU-101
Prose and Poetry

Credit: 4 **Max. Marks: 80+20**
Time allowed : 3 hrs **Theory-80,Internal Marks: 20**

Instructions to the paper setter/examiner and also the distribution of marks as follows:

1.	Translation of Urdu Passage into Hindi/English.	20 marks
2.	Re-Translation of Hindi/English Passages into Urdu.	20 marks
3.	Meanings of Urdu Words (any ten)	10 marks
4.	Explanation of Text Poems into Urdu/Hindi (choice to be given)	15 marks
5.	Summary of Text Prose Lessons into Urdu/Hindi (Choice to be given)	15 marks

Book Prescribed

1.	Aasan Urdu	Nandan Publications	Maler Kotla 148023
2.	Nai Kiran	Kencan Edu Care	Delhi 110006

CCU-102

Grammar & Composition

Credit: 4 **Max. Marks: 80+20**

Time allowed : 3 hrs **Theory-80,Internal Marks: 20**

Instructions to the paper setter/examiner and also the distribution of marks as follows:

1. Essay writing any one (Choice to be given). 20 marks
2. Application or letter any one (Choice to be given). 20 marks
3. Singular and Plural. 15 marks
4. Change the Gender. 10 marks
5. Idioms (Muhavare and usages) 15 marks

Books prescribed

1.	Muavin-e-Urdu	Nanadan Publications	Maler Kotla, 148023

CCU-103
Viva-Voce

Credit : 2 **Max. Marks: 50**

Distribution of numbers for Viva-Voce examination out of 50 marks:

1.	Reading:	20 marks
2.	Conversation:	10 marks
3.	Pronunciation and objective type question Answers in Urdu:	20 marks
	Total:	50 marks

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषदद्वारा प्रदत्त)

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति) एवं LOCF के अंतर्गत

सर्टिफिकेट कोर्स इन उर्दू

के लिए हिंदी पाठ्यक्रम

सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)		
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक
CCU-104	हिंदी भाषा और व्याकरण	**02**	**02**	**40**	**10**	**50**

हिंदी भाषा और व्याकरण

क्रेडिट – 2 **कुल अंक-50**
समय- 2 घंटे, **परीक्षा अंक – 40, आंतरिक मूल्यांकन – 10**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा व व्याकरण का ज्ञान।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा की संरचना से परिचय।
- हिंदी भाषा के विविध रूपों से परिचय।

परीक्षा संबधी निर्देश –

- निर्धारित पाठ्यक्रम में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को किन्हीं05 का उत्तर देना होगा। प्रत्येक के लिए 06 अंक निर्धारित हैं।

- निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 01 अंक निर्धारित हैं।

पाठ्य विषय

- हिंदी के विविध रूप (राष्ट्रभाषा, राजभाषा, संपर्क भाषा),
- हिंदी भाषा और भारतीय संविधान,
- हिंदी की बोलियां।
- व्याकरण का स्वरूप और महत्व
- देवनागरी लिपि का मानकीकरण।
- हिंदी की वर्ण-व्यवस्था: स्वर एवं व्यंजन।
- हिंदी भाषा शब्द भंडार - तत्सम, तद्भव, देशज, विदेशी
- शब्द निर्माण – उपसर्ग, प्रत्यय,
- पर्यायवाची शब्द, विलोम शब्द,
- संज्ञा, सर्वनाम, विशेषण, क्रिया
- मुहावरे, लोकोक्तियां
- हिंदी वाक्य रचना, वाक्य और उपवाक्य, वाक्य के भेद
- शब्द शुद्धि और वाक्य शुद्धि
- पारिभाषिक शब्दावली

सहायक पुस्तकें

- हिन्दी व्याकरण – कामता प्रसाद गुरु
- हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी
- हिन्दी भाषा की संरचना – भोलानाथ तिवारी
- परिष्कृत हिन्दी व्याकरण – बदरी नाथ कपूर
- सामान्य हिन्दी – हरदेव बाहरी
- सामान्य हिन्दी – डॉ. पृथ्वी नाथ पाण्डेय

KURUKSHETRA UNIVERSITY, KURUKSHETRA
DEAN FACULTY OF ARTS & LANGUAGES

DIPLOMA COURSE IN URDU
2020-21

Outlines of the tests, syllabi and courses of reading for Diploma course in Urdu for the examination of 2020-21.

Total marks for the Diploma course: 250

Distribution of marks and Instruction for paper setters and examiners:

(i) Two written paper of 03. Hr. duration: 80 marks each
(ii) Internal Assessment: 20 marks each

There will be an internal assessment of 20 marks each for both the paper.

a) Two handwritten Assignments (1st Assignment after one month & 2nd Assignment after two months)
b) One Class Test (One period duration)
c) Attendance
   Marks for Attendance will be given as under:
   (1) 91% onwards: 5 marks
   (2) 81% to 90%: 4 marks
   (3) 75% to 80%: 3 marks
   (4) 70% to 75%: 2 marks*
   (5) 65% to 70%: 1 mark*

* for students engaged in co-curricular activities of the colleges only/ authenticated medical grounds duly approved by the concerned Principal.

(iii) Viva-voce Examination: 50 marks

Distribution of Marks:

i.	Conversation	25 marks.
ii.	Reading	10 marks.
iii.	Pronunciation	15 marks.

DEAN FACULTY OF ARTS & LANGUAGES
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of One Year Diploma Course in Urdu w.e.f. Session 2020-21 Under Choice Based Credit System (CBCS)

Diploma Course in Urdu

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory Exam.	Internal Assessment	Total	Duration
DCU-101	Prose and Poetry	5	5	80	20	100	3 Hrs
DCU-102	Grammar & Composition	5	5	80	20	100	3 Hrs
DCU-103	Viva-Voce	2	-	50	-	50	-
DCU-104	Open Elective (Hindi Bhasha Sampreshan Kaushal)	2	2	40	10	50	2 Hrs
Total Credit Marks		**14**	**12**	**-**	**-**	**300**	**-**

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment in each theory paper.

(b) In Open Elective Paper : 40 Marks for External Examination and 10 Marks for Internal Assessment.

(c) 50 marks for Viva-Voce.

DCU-101

Prose and Poetry

Credit: 5 **Max. Marks: 80+20**

Time allowed : 3 hrs **Theory-80, Internal Marks: 20**

1. Explanation of two prose passages (choice to be given).	20 marks
2. Centre Idea of a Prose Lesson Prescribed in the text book.	20 marks
3. Explanation of a stanza from poetry portion (Choice to be given).	20 marks
4. Centre Idea of a Prose Portion (Choice to be given)	10 marks.
5. Re-Translation of an unseen passage from English/Hindi.	10 marks.

Book prescribed:

1. Door Pass (Aathvin Jamat Ke liye)	National Council of Educational Research and Training, New Delhi-06.

DCU-102

Grammar and Composition

Credit: 5 **Max. Marks: 80+20**

Time allowed : 3 hrs **Theory-80, Internal Marks: 20**

1.	Write on below writers any one Dr. Iqbal, Maulana Hali, Faiz, Sahir Ludhianvi, Mirza Ghalib (Choice to be given)	15 marks
2.	Write any one below Urdu Asnaaf (Genre) Ghazal, Nazam, Novel, Short Story (Afsana).	15 marks
3.	Change the Gender (Choice to be given)	10 marks
4.	Singular plural (Choice to be given)	10 marks
5.	Prefix and suffixes (sabeqa and Lahqe)	10 marks
6.	Mutazaad and Mutaradif	10 marks
7.	Idioms (Muhavare) & usages.	10 marks

Books recommended:

1. Muavin-e-Urdu Nandan Publication Maler Kotla 148023.

DCU-103
Viva-Voce

Credit: 2 **Max. Marks: 50**

Distribution of Marks for Viva-voce Examination out of 50 marks

i.	Conversation	25 marks.
ii.	Reading	10 marks.
iii.	Pronunciation	15 marks.

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषदद्वारा प्रदत्त)

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति) एवं LOCF के अंतर्गत

डिप्लोमा कोर्स इन उर्दू

के लिए हिंदी पाठ्यक्रम

सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)		
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक
DCU-104	हिंदी भाषा संप्रेषण कौशल	02	02	40	10	50

हिंदी भाषा संप्रेषण कौशल

क्रेडिट – 2 **कुल अंक-50**
समय-2 घंटे, **परीक्षा अंक – 40, आंतरिक मूल्यांकन –10**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा में संप्रेषण कौशल का विकास।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा संप्रेषण में सक्षम।
- सृजनात्मक, कार्यालयी व व्यावसायिक क्षेत्र में प्रयुक्त हिंदी भाषा का ज्ञान।

परीक्षा संबधी निर्देश –

- निर्धारित पाठ्यक्रम में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को किन्हीं 05 का उत्तर देना होगा। प्रत्येक के लिए 06 अंक निर्धारित हैं।

- निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 01 अंक निर्धारित हैं।

पाठ्य विषय

- संप्रेषण की अवधारणाऔर महत्व, संप्रेषण के प्रकार (मौखिक और लिखित),
- संप्रेषण के माध्यम, संप्रेषण में बाधाएं और चुनौतियां,
- संप्रेषण के विविध रूप (साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा)
- प्रयोजनमूलक हिंदी की अवधारणा, प्रयोजनमूलक हिंदी और अनुवाद, पारिभाषिक शब्दावली और उसकी निर्माण प्रक्रिया।
- प्रशासनिक भाषा का स्वरूप और महत्व, सरकारी पत्रों के प्रमुख अंग, कार्यालयी पत्र लेखन के विभिन्न प्रकार, प्रारूपण, टिप्पण।
- सृजनात्मक भाषा (अनुभूति की प्रधानता, अर्थ की विशिष्टता एवं विविधता, भाषा शैली की विविधता) सृजनात्मक भाषा के विविध पक्ष (शब्द शक्तियां, अंलकरण, सादृश्य विधान, मानवीकरण, मुहावरे, लोकोक्तियां)
- व्यावसायिक क्षेत्र की हिंदी (बैंक, बीमा, मीडिया),विज्ञापन की भाषा का स्वरूप और विशेषताएं, प्रिंट, इलेक्ट्रोनिक और ई-विज्ञापनों की भाषा

सहायक पुस्तकें

- हिन्दी भाषा का उद्भव और विकास – उदयनारायण तिवारी, भारती भंडार
- हिन्दी भाषा और लिपि का ऐतिहासिक विकास – सत्यनारायण तिवारी
- राष्ट्रभाषा हिन्दी : समस्याएँ और समाधान - देवेन्द्रनाथ शर्मा
- प्रयोजनमूलक हिन्दी – दंगल झाल्टे, वाणी प्रकाशन
- प्रयोजनमूलक हिन्दी – प्रो. रमेश जैन, नेशनल पब्लिशिंग हाउस
- राजभाषा सहायिका – अवधेश मोहन गुप्त, प्रभात प्रकाशन
- जनसंचारिकी सिद्धांत और अनुप्रयोग – प्रो. राम लखन मीना, कल्पना प्रकाशन
- जनसंपर्क सिद्धांत और व्यवहार – अर्जुन तिवारी

B.COM. (General) CBCS
for implementation in IIHS, KUK
w.e.f. Session 2020-2021

Scheme of Examinations of B.Com. (General) CBCS for IIHS, KUK in Phased Manner w.e.f. Session 2020-2021

Course No.	Course Title	Course Type	Hours				Credits	Marks				
			L	T	P	Total		Ext. M.M	Ext. M.P.M	Int. M.M	Int. M.P.M	Total
SEMESTER-I											**(Time: 3 Hours)**	
	English/MIL communication* / Environmental Studies**	AECC-I	2	--	–	2	2	40	16	10	04	50
B-COM 101	Financial Accounting-I	CC-1A	5	1	--	6	6	120	48	30	12	150
B-COM 102	Business Organisation & Management	CC-2A	5	1	--	6	6	120	48	30	12	150
B-COM 103	Business Mathematics	CC-3A	5	1	--	6	6	120	48	30	12	150
B-COM 104	Business Economics	CC-4A	5	1	--	6	6	120	48	30	12	150
						Total	26	520	208	130	52	650
SEMESTER-II											**(Time: 3 Hours)**	
	English/MIL communication* / Environmental Studies**	AECC-II	2	--	–	2	2	40	16	10	04	50
B-COM 201	Financial Accounting-II	CC-1B	5	1	--	6	6	120	48	30	12	150
B-COM 202	Company Law	CC-2B	5	1	--	6	6	120	48	30	12	150
B-COM 203	Principles of Marketing	CC-3B	5	1	--	6	6	120	48	30	12	150
B-COM 204	Business Statistics	CC-4B	5	1	--	6	6	120	48	30	12	150
						Total	26	520	208	130	52	650
SEMESTER-III											**(Time: 3 Hours)**	
B-COM 301	Corporate Accounting-I	CC-1C	5	1	--	6	6	120	48	30	12	150
B-COM 302	Income Tax Law & Practice-I	CC-2C	5	1	--	6	6	120	48	30	12	150
B-COM 303	Advertising	CC-3C	5	1	--	6	6	120	48	30	12	150
B-COM 304	Business Laws	CC-4C	5	1	--	6	6	120	48	30	12	150
B-COM 305	Computer Applications in Business OR	SEC-1 (any one)	2	--	–	2	2	40	16	10	04	50
B-COM 306	Foreign Trade: Procedures &		2	–	–	2	2	40	16	10	04	50
B-COM 307	Documentation OR Mooc***		2	–	–	2	2	40	16	10	04	50
						Total	26	520	208	130	52	650
SEMESTER-IV											**(Time: 3 Hours)**	
B-COM 401	Corporate Accounting-II	CC-1D	5	1	--	6	6	120	48	30	12	150
B-COM 402	Income Tax Law & Practice-II	CC-2D	5	1	--	6	6	120	48	30	12	150
B-COM 403	Cost Accounting	CC-3D	5	1	--	6	6	120	48	30	12	150
B-COM 404	Computerized Accounting System	CC-4D	5	–	2	6	6	80 (Th.) 50 (Pr.)	32 20	20	08	150
B-COM 405	Personal Selling and Salesmanship OR	SEC-2 (any one)	2	--	–	2	2	40	16	10	04	50
B-COM 406	E-Commerce		2	–	–	2	2	40	16	10	04	50
						Total	26	530	212	120	48	650

Course No.	Course Title	Course Type	Hours				Credits	Marks				
			L	T	P	Total		Ext. M.M	Ext. M.P.M	Int. M.M	Int. M.P.M	Total
SEMESTER-V												**(Time: 3 Hours)**
B-COM 501	Management Accounting	DSE-1 (any one)	5	1	--	6	6	120	48	30	12	150
	OR											
B-COM 502	Indian Capital Market		5	1	–	6	6	120	48	30	12	150
	OR											
B-COM 503	Fundamentals of Insurance		5	1	–	6	6	120	48	30	12	150
B-COM 504	Retail Management	DSE-2 (any one)	5	1	--	6	6	120	48	30	12	150
	OR											
B-COM 505	Fundamentals of Stock Market		5	1	–	6	6	120	48	30	12	150
	OR											
B-COM 506	Human Resource Management		5	1	–	6	6	120	48	30	12	150
B-COM 507	Entrepreneurship Development	SEC-3 (any one)	2	--	–	2	2	40	16	10	04	50
	OR											
B-COM 508	Business Communication		2	–	–	2	2	40	16	10	04	50
B-COM 509	Indian Financial System	GE-1	5	1	--	6	6	120	48	30	12	150
						Total	20	400	160	100	40	500
SEMESTER-VI												**(Time: 3 Hours)**
B-COM 601	GST & Customs Law	DSE-3 (any one)	5	1	--	6	6	120	48	30	12	150
	OR											
B-COM 602	Industrial Laws		5	1	–	6	6	120	48	30	12	150
	OR											
B-COM 603	Auditing		5	1	–	6	6	120	48	30	12	150
B-COM 604	Financial Management	DSE-4 (any one)	5	1	--	6	6	120	48	30	12	150
	OR											
B-COM 605	Accounting & Reporting System		5	1	–	6	6	120	48	30	12	150
	OR											
B-COM 606	Rural Marketing		5	1	–	6	6	120	48	30	12	150
B-COM 607	Soft Skills Development	SEC-4 (any one)	2	--	–	2	2	40	16	10	04	50
	OR											
B-COM 608	Supply Chain Management		2	–	–	2	2	40	16	10	04	50
B-COM 609	Business Environment	GE-2	5	1	--	6	6	120	48	30	12	150
						Total	20	400	160	100	40	500
						Grand Total (Semester 1 to 6)	**144**	**2890**	**1156**	**710**	**284**	**3600**

[*]Time will be same as approved by Undergraduate Board of Studies (UGBOS) of Department of English / MIL.
[**]Time will be same as approved by Undergraduate Board of Studies (UGBOS) of Department of Environmental Studies.
*****MOOC Course from Swayam Portal**

L = Lecture
T = Tutorial
P = Practical
Th. = Theory
Pr. = Practical
Ext. M.M = External Maximum Marks
Ext. M.P.M = External Minimum Pass Marks
Int. M.M = Internal Maximum Marks
Int. M.P.M = Internal Minimum Pass Marks
CC = Core Course
DSE = Discipline Specific Elective
SEC = Skill Enhancement Course
GE = Generic Elective
AECC = Ability Enhancement Compulsory Course

1. UnlessotherwiseprovidedintheOrdinanceforrelevantexamination,theminimumSemesterGradePoint Average(SGPA)andCGPA(CumulativeGradePointAverage)requiredforthecontinuationofregistration and the award of degreeis4.00.

2. AwardofgradesandthecorrespondinggradepointsshouldbebasedonAbsolutemarksasunder.The conversion factorforconversion fromSGPA/CGPAto percentage ofmarks shallbe 10.

Lettergrade	**GradePoint**	**Marks**
O (Outstanding)	10	85-100
A+ (Excellent)	9	75-84
A (Very Good)	8	65-74
B+(Good)	7	55-64
B (Above Average)	6	50-54
C (Average)	5	41-49
P (Pass)	4	40
F (Fail)	0	Lessthan 40
Ab	0	Absent

Note: (1) AcandidateeligibletotaketheexaminationobtainingGradeForAbwillbeconsideredto havefailedintheexamination/paper(s).Suchacandidatewillberequiredtoreappearinthatexamination/paper(s)withinthepermissiblechancesgiventheconcernedOrdinancefor obtainingpass grade.

(2) AcandidatewhohasnotobtainedpassmarksinInternalAssessment,willalsobeawarded Grade'F'.SuchacandidatewillhavetoappearforMinortestandobtainpassmarksin InternalAssessment.

(3) If'F'/'Ab'Gradeisawardedtoacandidateinmajorproject,he/shewillgetonlyonemore chancetorepeattheprojectworkattheendofnextSemester.However,ifacandidatestillgets 'F'/'Ab' Grade inmajor project,the same willnot beeligiblefortheawardof degree.

(4) Fornon-creditcourses'Satisfactory'or'Unsatisfactory'shallbeindicatedinsteadofthe letter gradeandthis will not becountedforthecomputation ofSGPA/CGPA.

Computation of SGPA and CGPA:

The following shall be the procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

(i) The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$SGPA\ (Si) = \Sigma(Ci \times Gi)/\Sigma\ Ci$$

Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

(ii). The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme i.e.

$$CGPA = \Sigma(Ci \times Si) / \Sigma\ Ci$$

where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

(iii) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Note: In case of any amendment repeal/updation of business laws, the prevailing laws be taught to the students.

External M.M.: 40 External M.P.M.: 16
Internal M.M.: 10 Internal M.P.M.: 04
Credit: 2

English/MIL Communication

The syllabus will be same as approved by Undergraduate Board of Studies (UGBOS) of Department of English / MIL.

Environmental Studies

The syllabus will be same as approved by Undergraduate Board of Studies (UGBOS) of Department of Environmental Studies.

B-COM 101
FINANCIAL ACCOUNTING-I

External M.M.: 120	External M.P.M.: 48
Internal M.M.: 30	Internal M.P.M.: 12
	Time: 3 Hours
	Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

Course Learning Outcomes:

After completing the course, the student will be able to:

CO1: Illustrate the understandingof theoretical framework of accounting and be able to prepare financial statements of business organizations with additional items.
CO2: Prepare the financial statements for non-profit organization.
CO3: Analyse and apply Accounting Standards according to requirements.
CO4: Apply the knowledge and skills of accounting to prepare joint ventures.

Course Contents

Financial accounting: Concept, objectives & scope; book-keeping and accounting; accounting principles: concepts and conventions; accounting cycle and accounting equation; branches of accounting; journal; rules of journalizing; ledger & trial balance; banking transactions and bank reconciliation statement; rectification of errors: suspense account; effect on profit.

Capital and Revenue: Concept and classification of income; expenditure; receipts (with relevant accounting standards)

Depreciation provisions and reserves: concept and classification; Methods of depreciation accounting (with relevant accounting standards)

Final Accounts: manufacturing, trading, profit & loss account; Balance sheet; adjustment entries.

Accounts of Non-profit Organizations: Receipt & payment account, income and expenditure account and balance sheet.

Consignment Accounts: accounting records; Normal and abnormal Loss, valuation of unsold stock.

Accounting for joint ventures: distinction between joint ventures and partnership, joint venture and consignment, accounting methods for joint ventures

REFERENCES

- Anthony, R.N. and Reece, J.S.: Accounting Principle, Richard Irwin Inc.
- Compendium of Statement of Standards of Accounting: The Institute of Chartered Accountants of India, New Delhi.
- Gupta R. L. and Radhaswamy, M.: Financial Accounting, Sultan Chand and Sons, New Delhi.
- Monga J.R, Ahuja Girish, and Sehgal Ashok: Financial Accounting; Mayur Paper Back, Noida.
- Shukla, M.C. Grewal T.S. and Gupta, S.C.: Advanced Accounts, S. Chand & Co., New Delhi.
- Jain S. P. and Narang K. L Advanced Accountancy Volume-I, Kalyani Publishers
- Goyal,BhushanKumar.*BasicFinancialAccounting,*Taxmann, New Delhi.
- Lal,Jawahar,SeemaSrivastava&ShivaniAbrol.*FinancialAccountingTextandProblems,* HimalayaPublishingHouse, New Delhi.
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- Charles,THorngren,GartL.Sundem,JohnAElliotandDonnaR.Philbrick. *IntroductiontoFinancialAccounting,*Pearson.
- Leonardo,A.Robinson,JamesR.Qanis,C.WayneAlderman, *AccountingInformationSystems:ACycleApproach*. Publisher Wiley.
- Marshall,BRomneyandPaul,JohnSteinbart,*AccountingInformation Systems*, Pearson EducationLimited.
- Robert,L.Hurt,*AccountingInformationSystems:BasicConceptsand CurrentIssues*, Mc

B-COM 102
BUSINESS ORGANIZATION& MANAGEMENT

External M.M.: 120	External M.P.M.: 48
Internal M.M.: 30	Internal M.P.M.: 12
	Time: 3 Hours
	Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each.

Course Learning Outcomes:

After completing the course, the student will be able to:

CO1: exhibit the knowledge of the conceptual framework of business, commerce and management and analyse the approaches concerning management thought.
CO2: apply the understanding of concepts of planning and organizing functions of management.
CO3: Assimilate and use the concepts of delegation, decentralization and staffing in organizations.
CO4:comprehend the concept and applications of leadership styles, and controlling practices in organizations.

Course Contents

Introduction to business and commerce: concept, nature, importance and scope, components of commerce, evolution of commerce, commerce and business. Introduction to Management: concept, characteristics and significance, Process/Functions of Management, Coordination. Management: as Science, Art and profession. Approaches to Management: Classical and Neo classical approach, Behavioral approach, Management science approach, Systems approach and Contingency approach; Management thought in ancient India.

Planning: concept, process & importance, Types of Plans: Policy, Programme, Strategy, Vision, Mission, Goals, and Objectives. Organizing: meaning, principles and benefits of organizations; Organizational structure: Functional, Line vs. Staff, matrix, Formal vs. Informal; Organizational structure for large scale business organization.

Delegation: meaning, advantages, barriers to delegation, guidelines for effective delegation. Decentralization and Centralization: advantages and disadvantages, factors influencing decentralization. Staffing: meaning, importance & scope of staffing. Directing: concept; Motivation: concept, objectives & significance, Approaches to motivation.

Leadership: concept, significance & functions, Leadership styles, approaches to leadership. Controlling: meaning and characteristics of control, process of control, prerequisites of an effective control system; controlling techniques.

REFERENCES

- Basu, C. *Business Organisation and Management.* McGraw Hill Education.
- Bhattacharya Kumar Deepak, Principles of Management, Pearson, New Delhi.
- Drucker F. Peter, The Practice of Management, Allied Publishers, Bombay.
- Gilbert, R. Danil, Freeman, E.R. & Stoner, F.J.A., Management, Prentice Hall, New Delhi.
- Kaul, V. K. *Business Organisation Management.* Pearson Education
- O'Donnel Cyril & Koontz Harold, Management, McGraw Hill, New Delhi.
- Ramaswamy, Principles of Management, Himalaya Publishing House, New Delhi.
- Stoner, A. James &Wanbel Charles, Management, Prentice Hall of India, New Delhi.
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B-COM103
BUSINESSMATHEMATICS

External M.M.: 120	External M.P.M.: 48
Internal M.M.: 30	Internal M.P.M.: 12
	Time: 3 Hours
	Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

CourseLearningOutcomes

After completing the course, the student shall be able to:

CO1: Exhibit proficiency in using different matrix methods in solving real life business and economic problems.
CO2: Apply the understanding of the various type of interest and annuity in solving business related problems.
CO3: Apply the understanding of the differentiation and its applications to find maxima and minima of demand, supply and revenue function.
CO4: Use the linear programming in many business decision situations concerned with the problem of planning, to minimize the cost of production, or to give the maximum profit.

CourseContents

Matrices and Determinants: concept of matrix, types, and algebra of matrices; properties of determinants; calculation of values of determinants up to third order, adjoint of a matrix, elementary row or column operations; Finding inverse of a matrix through adjoint and elementary row or column operations; solution of a system of linear equations having unique solution and involving not more than three variables.

Compound Interest and Annuities: Logarithms, Anti-logarithms
different types of interest rates, concept of present value and amount of a sum; types of annuities; present value and amount of an annuity (including the case of continuous compounding); valuation of simple loans and debentures; problems relating to sinking funds.

Differentiation & Permutation and combinations: Idea of simple derivative of different functions (excluding Trigonometrical functions); Rules of differentiation (simple standard forms). Maxima and Minima of functions of one variable (including 2^{nd} or 3^{rd} order derivatives) relating to cost, revenue and profit. Permutation and combination.

Linear programming: graphical solution of linear equalities in two variables, solution of system of linear inequalities in two variables. Formulation of equation: graphical method of solution, simplex method, duality; problems relating to two variables including the case of mixed constraints; cases having no solution, multiple solutions, unbounded solution and redundant constraints.

REFERENCES

- Allen R.G.D.: Basic Mathematics; Macmillan, New Delhi.
- Dowling E.T.: Mathematics for Economics; Sihaum Series, McGraw Hill, London.
- Holden: Mathematics for Business and Economics; Macmillan India, New Delhi.
- Kapoor, V.K.: Business Mathematics; S.Chand & Sons, Delhi.
- Loomba Paul: Linear Programming; Tata McGraw Hill, New Delhi.
- Soni, R.S.: Business Mathematics; Pitamber Publishing House.
- S.D.Sharma: Linear programming and theory of games, Kedar Nath Ram Nath & Co.

B-COM 104
BUSINESS ECONOMICS

External M.M.: 120	External M.P.M.: 48
Internal M.M.: 30	Internal M.P.M.: 12
	Time: 3 Hours
	Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

CourseLeaningOutcomes

After completingthecourse, the student shall be able to:

- CO1: gain knowledge of the cardinal and ordinal utility approach to demand and apply the same in analysing consumer behaviour.
- CO2: analyse the production function and different types of costs to arrive at business decisions.
- CO3: apply the understanding of different types of market form in pricing decisions and competitive analysis.
- CO4: understand the circular flow of income and key macroeconomics concepts which in turn will enable themto analyse business environment and take business decisions accordingly.

CourseContents

Meaning, nature and scope of economics; Business Economics: nature and scope, difference between economics and business economics; Theories of demand: cardinal utility approach – law of diminishing marginal utility, law of equi-marginal utility; Nature of demand function: law of demand, shift in demand curve; Indifference curve approach: meaning, assumptions, properties, consumer equilibrium, price, income and substitution effects, limitations and applications of indifference curve; Elasticity of demand: price, income and cross; measurement methods of price elasticity of demand; Law of supply and supply curve.

Production function: meaning and concepts, law of variable proportions; economies and diseconomies of scale; law of returns to scale; Cost concepts; Theory of costs: traditional and modern.

Equilibrium of firm and industry under perfect competition; price and output determination under monopoly, price discrimination; price determination under monopolistic competition: Chamberlin's approach, monopolistic competition vs monopoly.

Macro Economics: concept, nature and scope; circular flow of income (four core sectors); Key macroeconomic concepts (an overview) – GNP, GDP, NNP, Economic growth, business cycle, inflation, money supply (monetary aggregates), foreign exchange rate, balance of payments, fiscal policy, monetary policy.

REFERENCES

- Ahuja H.L.: Business Economics; S. Chand & Co., New Delhi
- Browning Edger K. and Browning Jacquenlence M: Microeconomic Theory and Applications, Kalyani, New Delhi.
- Dwivedi, D.N., Managerial Economics, Vikas Publications, New Delhi.
- Jhingan, M.L., Managerial Economics, Vrinda Publications.
- Koutsoyiannis A.: Modern Microeconomics; Macmillan New Delhi.
- Richard G. Lipsey: An Introduction to Positive Economics; ELBS, Oxford.
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External M.M.: 40 External M.P.M.: 16
Internal M.M.: 10 Internal M.P.M.: 04
Time: 3 Hours
Credits: 6

English/MIL Communication

The syllabus will be same as approved by Undergraduate Board of Studies (UGBOS) of Department of English / MIL.

Environmental Studies

The syllabus will be same as approved by Undergraduate Board of Studies (UGBOS) of Department of Environmental Studies.

B-COM 201
FINANCIAL ACCOUNTING-II

External M.M.: 120 External M.P.M.: 48
Internal M.M.: 30 Internal M.P.M.: 12
Time: 3 Hours
Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

Course Learning Outcomes:

After completing the course, the student will be able to:

CO1: Illustrate the understandingof theoretical framework of accounting and be able to prepare branch accounts and departmental accounts.
CO2: Prepare the financial statements for hire purchase.
CO3: Enable the students to prepare accounting statements including reconstitution of partnership firms.
CO4: Apply the knowledge and skills of accounting to prepare accounting statements for insolvency of business firms.

Course Contents

Branch Accounts: dependent branch, debtor's system, stock and debtor system; final accounts; wholesale branch, foreign branch; departmental accounting.

Hire purchase and installment purchase system: concept and legal provisions regarding hire-purchase contract; accounting records for goods of substantial sale value.

Partnership account: final accounts; adjustment after closing the accounts; fixed and fluctuating capital; accounts; goodwill; joint life policy; change in profit sharing ratio, reconstitution of partnership firm: admission; retirement; death of a partner; dissolution of partnership: modes &accounting treatment.

Insolvency Accounts: Statement of affairs and settlement of accounts

REFERENCES

- Anthony, R.N. and Reece, J.S.: Accounting Principle, Richard Irwin Inc.
- Compendium of Statement of Standards of Accounting: The Institute of Chartered Accountants of India, New Delhi.
- Gupta R. L. and Radhaswamy, M.: Financial Accounting, Sultan Chand and Sons, New Delhi.
- Monga J.R, Ahuja Girish, and Sehgal Ashok: Financial Accounting; Mayur Paper Back, Noida.
- Shukla, M.C. Grewal T.S. and Gupta, S.C.: Advanced Accounts, S. Chand & Co., New Delhi.
- Jain S. P. and Narang K. L Advanced Accountancy Volume.I, Kalyani Publishers
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- Robert,L.Hurt,*AccountingInformationSystems:BasicConceptsand CurrentIssues*, Mc

B-COM 202
COMPANY LAW

External M.M.: 120 External M.P.M.: 48
Internal M.M.: 30 Internal M.P.M.: 12
Time: 3 Hours
Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

Course Learning Outcomes

After completing the course, the student will be able to:

CO1: Express the understanding of the knowledge of concept of company form of organization, types of companies and the process of incorporation.
CO2: Elaborate on important documents of the company and their operational usefulness including finance
CO3: Applythe knowledge of different types of meetings and process while arranging to conduct the meetings.
CO4: apply the understanding of the regulatory provisions relating to Dividend, audit reconstruction and winding up of company

Course Contents:

Company: Concept, characteristics, types, and conversion of private into public company & vice versa; Process of incorporation of a company; Legal position of promoters and remuneration; company and pre-incorporation contracts: incorporation procedure.

Memorandum of Association: clauses and alteration procedure, doctrine of ultra vires, Articles of Association: Clauses and their alteration; doctrine of indoor management; doctrine of constructive notice.

Prospectus: meaning, contents and formalities, types of prospectus, red herring & shelf prospectus, misstatement and remedies, liabilities for misstatements.

Share Capital: types, issue and allotment of shares and debentures; reduction of share capital; buy-back of shares. Transfer & transmission of shares and debentures; depository system; borrowing powers and debentures

Directors: Legal position, qualification, appointment, removal; Powers, duties & liabilities of directors; Managerial remuneration; key management personnel: managing director, whole time director, manager; Company Secretary: Role, appointment, duties, liabilities, rights and dismissal.

Meetings: Types of meetings, requisites: authority, notice & agenda, quorum, chairperson & conduct of meeting, resolutions, minutes & proxy.

Dividend: legal provisions; audit & auditors; Prevention of oppression & mismanagement; reconstruction and amalgamation; winding up of a company: meaning, procedure and consequences.

REFERENCES

- Kapoor N.D., Company Law- Incorporating the provisions of the Companies.
- Kuchal M.C., Modern India - Company Law: Shri Mahavir Books, Noida.
- Majumdar, A.K. and Kapoor, G.K., Company Law, Taxmann Publications.
- Ramaiya A., Guide to the Companies Act: Wadhwa & Co, Nagpur.
- Ratan Nolakha, Company Law and Practice; Vikas Publications, New Delhi.
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- Tandon B.N., Principles of Auditing; S. Chand and Co., New Delhi.

B-COM 203
PRINCIPLES OF MARKETING

External M.M.: 120	External M.P.M.: 48
Internal M.M.: 30	Internal M.P.M.: 12
	Time: 3 Hours
	Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: Understand the concepts of marketing.
CO2: Analyse the marketing environment for segmentingthe consumer.
CO3: Comprehend the concept of product development and product pricing.
CO4: Analyse marketing communication and product distribution strategies.

Course Contents:

Introduction: meaning& concepts of marketing; marketing management; marketing mix.

Analysis of marketing environment: internal environment, external environment: demographic, socio-cultural, political, economic, natural, technological, and legal.

Market Segmentation: concept & bases of market segmentation; understanding consumer behavior.

Product: meaning, classification, product mix and product line decisions; product life cycle; new product development process; branding; packaging; labelling.

Pricing: pricing objectives; factors influencing pricing; pricing strategies.

Promotion: element of promotion mix, advertising, personal selling, sales promotion & publicity.

Distribution channel: meaning, types, role and factors affecting choice of distribution channel.

REFERENCES

- Baines, Paul, Chris, Fill, Page, Kelly, Marketing, Oxford University Press, New Delhi
- Kazmi, Marketing Management, Excel Books.
- Kotler, P., Marketing Management, Pearson Education, New Delhi.
- Kumar Arun & Meenakshi, N., Marketing Management, Vikas Publications, New Delhi.
- Madaan KVS., Fundamentals of Retailing, Tata McGraw Hill, New Delhi
- Panda, T. K., Marketing Management, Excel Books, New Delhi
- Raju M. S., Rao, J V P, Fundamentals of Marketing, Excel Books, New Delhi
- Ramaswamy and Namakumari, S., Marketing Management, Macmillan, New Delhi
- Saxena Rajan, Marketing Management, Tata McGraw Hill, New Delhi
- Stanton, Etzel et al., Fundamentals of Marketing, McGraw Hill, New York

B-COM 204
BUSINESS STATISTICS

External M.M.: 120 External M.P.M.: 48
Internal M.M.: 30 Internal M.P.M.: 12
Time: 3 Hours
Credits: 6

Note: Paper setter will set nine questions in all. Question No. 1 comprising of eight short types questions carrying five (5) marks each is compulsory. It covers the entire syllabus. Answer to each question should not be more than one page. Candidate is required to attempt four questions from the remaining eight questions carrying 20 marks each

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: exhibit the knowledge of conceptual framework of statistics and choose appropriate measure of central tendency and illustrate the knowledge of dispersion in decision making.
CO2: illustrate and apply the knowledge of correlation analysis and linear regression analysis in various business and economic decisions.
CO3: understand the construction and application of index numbers to real life situations and apply the knowledge of time series analysis in decisions involving forecasting in various types of economic activities.
CO4: use the basic probability rules, including additive and multiplicative laws, including using the terms, independent and mutually exclusive events and translate the real-world problems into probability models.

Course Contents:

Introduction to Statistics: Concept, Definitions, Scope, Role, Functions, Distrust and Limitations of Statistics.

Concepts of Central Tendency: Arithmetic Mean, Harmonic Mean, Geometric Mean, Median and Mode.

Measures of Dispersion: Range and Inter-Quartile Range, Quartile Deviation, Mean Deviation, Standard Deviation and Coefficient of Variation

Correlation Analysis: Meaning and Definition, simple, multiple and partial correlation, linear and non-linear, Scatter diagram, Karl Pearson's co-efficient of correlation, Spearman's Rank Correlation, Concurrent Deviation, Probable and Standard errors.

Linear Regression Analysis: Concept and Meaning, Difference between Correlation and regression, Methods of Calculation of Regression, Properties of Regression Coefficients; Standard Error of Estimate.

Index Numbers, problems in construction of Index numbers, methods of constructing Index numbers, tests of consistently of Index numbers, Chain Indices, Base shifting,Splicing and Deflating of Index numbers, uses and construction of Cost of Living index numbers.

Analysis of Times Series: Component; Decomposition of Time Series: Additive and Multiplicative Models; Determination of Trend: Graphic Method, Moving and Semi-Average Average method and method of Least Squares (including linear second degree, parabolic, and exponential trend).

Probability Introduction, definition, importance of concept of probability, calculation of probability; theorems of probability- addition theorem, multiplication theorem, conditional probability, Bays' Theorem.

REFERENCES

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KURUKSHETRA UNIVERSITY KURUKSHETRA

(Established by the State Legislature Act XII of 1956)
("A+" Grade NAAC Accredited)

LOCF Based

Scheme of Examination

For

M.Com. (I to IV Semester)Examination (CBCS)

w.e.f. 2020-21

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Scheme of Examination of Master of Commerce (M.Com.) Choice Based Credit System (CBCS) under Semester System with Massive Open Online Courses (MOOC) to be implemented w.e.f. 2020-2021 in a phased manner. It will be initially applicable on the course run on KUK campus only i.e. Department of Commerce, KUK.

COURSE STRUCTURE

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours. The Viva-Voce papers (MC 207 & MC 420) will carry 50 marks each.

Also, the students will have to study two Open Elective papers to be offered by other departments within the faculty only, one each in IInd and IIIrdSemester. However, Students will have also a choice of opting one MOOC Course offered on the SWAYAM Portal of Ministry of Human Resource Development in each of IInd and IIIrd Semester in lieu of open elective paper(s). The MOOC course(s) will be decided/chosen by the Department out of list of MOOC courses notified on SWAYAM portal for respective semester.

M.Com. Ist Semester — **Time: 3 Hours**

Course Code	Course Title	Credits	Workload (Hours)	Ext. M.M.	Ext. M.P.M.	Int. M.M.	Int. M.P.M.	Total
MC 101	OrganisationalBehaviour	04	04	80	32	20	08	100
MC 102	Business Environment	04	04	80	32	20	08	100
MC 103	Managerial Economics	04	04	80	32	20	08	100
MC 104	Company Law	04	04	80	32	20	08	100
MC 105	Accounting for Managerial Decisions	04	04	80	32	20	08	100
MC 106	Marketing Management	04	04	80	32	20	08	100
	Total	**24**	**24**	**480**	**192**	**120**	**48**	**600**

M.Com. IInd Semester — **Time: 3 Hours**

Course Code	Course Title	Credits	Workload	Ext. M.M.	Ext. M.P.M.	Int. M.M.	Int. M.P.M.	Total
MC 201	Human Resource Management	04	04	80	32	20	08	100
MC 202	International Business Environment	04	04	80	32	20	08	100
MC 203	Strategic Marketing	04	04	80	32	20	08	100
MC 204	Financial Management & Policy	04	04	80	32	20	08	100
MC 205	Corporate Accounting	04	04	80	32	20	08	100
MC 206	Business Statistics	04	04	80	32	20	08	100
MC 207	Viva-Voce cum Case	02	—	50	20	—	—	50

	Study							
	Open Elective / MOOC	02	02	50	20	—	—	50
	Total	**28**	**26**	**580**	**232**	**120**	**48**	**700**

M.Com 3rd and 4th Semester

In M.Com. 3rd and 4th Semester, a student will take six papers in all comprising of one compulsory paper and five optional papers. The optional papers will be chosen in the following manner:

(i) The student will choose at least one paper (upto maximum three papers) of each Specialization: A, B and C as below:
   A) Finance & Taxation
   B) Marketing,
   C) HRM & General Management.

(ii) Each of the specializations comprises of two mutually exclusive Optional Groups (I & II) and the student has to choose only one Optional Group.

(iii) If the student chooses more than one paper from same Specialization, it must be from within the three papers of the same Optional Group already chosen at (ii) above.

In 4th semester, in addition to above six papers, MC-420 Viva Voce cum Case Study is a compulsory paper.

M.Com. IIIrd Semester							**Time: 3 Hours**	
Course Code	**Course Title**	**Credits**	**Workload**	**Ext. M.M.**	**Ext. M.P.M.**	**Int. M.M.**	**Int. M.P.M.**	**Total**
Compulsory Paper								
MC 301	Computer Applications in Business	04	04	50 (Th.) 30 (Pr.)	20 12	20	08	100
	Open Elective / MOOC	02	02	50	20	—	—	50

SPECIALIZATIONS

Specialization A: Finance & Taxation

Course Code	**Course Title**	**Credits**	**Workload**	**Ext. M.M.**	**Ext. M.P.M.**	**Int. M.M.**	**Int. M.P.M.**	**Total**
Optional Group I (Finance & Taxation)								
MC 302	Advanced Financial Management	04	04	80	32	20	08	100
MC 303	Security Analysis and Investment Management	04	04	80	32	20	08	100
MC 304	Financial Institutions and Markets	04	04	80	32	20	08	100

OR

Optional Group II (Finance & Taxation)								
MC 305	Fund Management in	04	04	80	32	20	08	100

	Banking and Insurance Companies							
MC 306	Merchant Banking and Financial Services	04	04	80	32	20	08	100
MC 307	Advanced Tax Laws and Practice	04	04	80	32	20	08	100

Specialization B:Marketing

Course Code	Course Title	Credits	Workload	Ext. M.M.	Ext. M.P.M.	Int. M.M.	Int. M.P.M.	Total
Optional Group I (Marketing)								
MC 308	Marketing Research	04	04	80	32	20	08	100
MC 309	Advertising Management	04	04	80	32	20	08	100
MC 310	Applications of Statistical Methods in Business	04	04	80	32	20	08	100

OR

Optional Group II (Marketing)								
MC 311	International Marketing	04	04	80	32	20	08	100
MC 312	Foreign Trade Policy & Procedures	04	04	80	32	20	08	100
MC 313	Retail Management	04	04	80	32	20	08	100

Specialization C:HRM & General Management

Course Code	Course Title	Credits	Workload	Ext. M.M.	Ext. M.P.M.	Int. M.M.	Int. M.P.M.	Total
Optional Group I (HRM & General Management)								
MC 314	Entrepreneurship Development	04	04	80	32	20	08	100
MC 315	Business Ethics & Social Responsibility	04	04	80	32	20	08	100
MC 316	Human Resource Development	04	04	80	32	20	08	100

OR

Optional Group II (HRM & General Management)								
MC 317	Management of Industrial Relations	04	04	80	32	20	08	100
MC 318	Cross-Cultural and Global Human Resource Management	04	04	80	32	20	08	100
MC 319	Compensation Management	04	04	80	32	20	08	100
	Total	**26**	**26**	**530**	**212**	**120**	**48**	**650**

M.Com. IVth Semester							Time: 3 Hours	
Course Code	**Course Title**	**Credits**	**Workload**	**Ext. M.M.**	**Ext. M.P.M.**	**Int. M.M.**	**Int. M.P.M.**	**Total**
Compulsory Paper								
MC 401	IT and E-Commerce	04	04	80	32	20	08	100

SPECIALIZATIONS

Specialization A:Finance & Taxation

Course Code	**Course Title**	**Credits**	**Workload**	**Ext. M.M.**	**Ext. M.P.M.**	**Int. M.M.**	**Int. M.P.M.**	**Total**
Optional Group I (Finance & Taxation)								
MC 402	Corporate Tax Planning and Management	04	04	80	32	20	08	100
MC 403	Project Planning and Control	04	04	80	32	20	08	100
MC 404	International Financial Reporting Standards	04	04	80	32	20	08	100

OR

Optional Group II (Finance & Taxation)								
MC 405	Portfolio Management	04	04	80	32	20	08	100
MC 406	Multinational Financial Management	04	04	80	32	20	08	100
MC 407	Stock Market Operations	04	04	80	32	20	08	100

Specialization B:Marketing

Course Code	**Course Title**	**Credits**	**Workload**	**Ext. M.M.**	**Ext. M.P.M.**	**Int. M.M.**	**Int. M.P.M.**	**Total**
Optional Group I (Marketing)								
MC 408	Sales Management	04	04	80	32	20	08	100
MC 409	Services Marketing	04	04	80	32	20	08	100
MC 410	Supply Chain Management	04	04	80	32	20	08	100

OR

Optional Group II (Marketing)								
MC 411	Consumer Behaviour	04	04	80	32	20	08	100
MC 412	Rural Marketing	04	04	80	32	20	08	100
MC 413	International Economics	04	04	80	32	20	08	100

Specialization C: HRM & General Management

Course Code	Course Title	Credits	Workload	Ext. M.M.	Ext. M.P.M.	Int. M.M.	Int. M.P.M.	Total
Optional Group I (HRM & General Management)								
MC 414	Corporate Governance	04	04	80	32	20	08	100
MC 415	International Human Resource Management	04	04	80	32	20	08	100
MC 416	Event Management	04	04	80	32	20	08	100
			OR					
Optional Group II (HRM & General Management)								
MC 417	Organizational Change and Intervention Strategies	04	04	80	32	20	08	100
MC 418	Strategic Management	04	04	80	32	20	08	100
MC 419	Corporate Level & Centre Level Strategies	04	04	80	32	20	08	100
MC 420	Viva-Voce cum Case Study	02	—	50	20	—	—	50
	Total	**26**	**24**	**530**	**212**	**120**	**48**	**650**
	Grand Total (Semester 1 to 4)	**104**	**100**	**2120**	**848**	**480**	**192**	**2600**

Th. = Theory
Pr. = Practical
Ext. M.M.= External Maximum Marks
Ext. M.P.M. = External Minimum Pass Marks
Int. M.M. = Internal Maximum Marks
Int. M.P.M. = Internal Minimum Pass Marks

MC 101
ORGANISATIONAL BEHAVIOUR

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: know the conceptual framework and developmentof organizational behaviour.
CO2: understand the determinants and theories of personality.
CO3: apply the understanding of perception and learning in managing people at workplace.
CO4: apply the understanding of the group dynamics and transactional analysis in dealing with people in organizations.

Course Contents

OrganisationalBehaviour: Concepts and Significance; Human Relations and OrganisationalBehaviour – Historical Development of OrganisationalBehaviour; Industrial Revolution; Scientific Management, The Human Relations Movements, Howthrone Studies; Meaning and Definitions of OrganisationalBehaviour; Features of OB; Basic Assumptions; Contributing Disciplines to OB; Emergence of HR and OB, Approaches to OrganisationalBehaviour; Classical Approach; Neo-Classical; Modern approach; Scope of OB; Nature/Fundamental concepts of OB; Nature of People; Nature of Organisations; Determinants of OrganisationalBehaviour; Significance of OB; Criticism.

Personality: Concept and Definition of Personality; Major Determinants of Personality; Biological Contribution; Socialization; Culture; Situational Factors; Major Personality Attributes influencing OrganisationalBehaviour; Theories of Personality; Psychoanalytic Theory (Freud's Theory); New Freudian Theories; Trait Theories; Social Learning Theory; The Self Theory; Need Theories; Holistic Theories; Personality and OrganisationalBehaviour.

Perception: Introduction; Nature and Importance of Perception, Meaning, definitions and process of Perception Perceptual Selectivity; Internal Factors; External Factors; Distortion in Perception; Managerial Implications of Perception; Managing the Perception Process.

Learning: Introduction; Definition; Theories of Learning; Classical Conditioning Theory; Operant or Instrument Conditioning Theory; Cognitive Learning Theory; Social Learning Theory; Modeling; Shaping Behaviour; Learning and OrganisationalBehaviour or Significance of Learning.

Group Dynamics: Introduction, Meaning; Components of Group Dynamics; Group Norms; Group Role; Group Status; Group Size; Group Leadership; Group Composition; Proxemics and Group Dynamics; Group Cohesiveness; Determinants of Cohesiveness; Consequences of Group Cohesiveness; Relationship between Group Cohesiveness and Productivity.

Transactional Analysis: Introduction; Concept of T.A.; Scope of Transactional Analysis; Analysis of Self-awareness; Analysis of Ego States; Analysis of Life Positions; Analysis of Games; Analysis of Stroking, Benefits of Transactional Analysis.

REFERENCES

Griffin, Ricky W.: *OrganisationalBehaviour,* Houghton Miffin Co., Boston.

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Luthans, Fred: *Organizational Behaviour,* McGraw Hill, New York.

Newstrom, John W. and Keith Davis: *OrganisationalBehaviour:* Human Behaviour at Work, Tata McGraw Hill, New Delhi.

Robbins, Stephen P.: *Organizational Behaviour,* Prentice Hall, New Delhi.

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Sukla, Madhukar: *Understanding Organizations: Organisation Theory and Practice in India.*

Singh, Hawa: OrganisationalBehaviour, V.K. Global Publications Private Ltd., New Delhi.

MC 102
BUSINESS ENVIRONMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1**:** understandthe roleand importanceofbusiness environmentandexaminethe environmental factors affecting business decisions.
CO2: evaluate the impact of privatization and globalization in the expansion of Indian business.
CO3: critically examine different economic policies and their contribution in the success of Indian business and making it competitive at global level.
CO4: understand regulatory framework of business to make effective decision making.

Course Contents

Business environment: nature and importance; Interaction matrix of different environment factors; Environmental scanning.

Economic planning in India: objectives, strategies and problems; Privatization; Globalization; Disinvestment in Public Sector Units; Business Ethics; Corporate Governance; Social responsibility of Business.

Fiscal Policy; Monetary Policy;Industrial Policy; Industrial Licensing Policy; EXIM Policy; Industrial sickness; Development and protection of Small Scale Industry.

The Environment (Protection) Act; Consumer Protection Act; Competition Act; Foreign Exchange Management Act; Right to Information Act.

REFERENCES

Arya, P P and Tandon, B. B.: *Economic Reforms in India*, Deep and Deep Publishers, New Delhi.
Aswathappa, K: *Essentials of Business Environment,* Himalaya Publishing House, New Delhi.
Cherunilam Francis: *Business Environment,* Himalaya Publishing House, New Delhi.
Economic Survey – Various Issues, Govt. of India, Ministry of Finance.
Justin Paul: *Business Environment,* Tata McGraw Hill, New Delhi.
Mishra and Puri: *Economic Environment of Business,* Himalaya Publishing House, New Delhi.
Rosy Joshi and Sangam Kapoor: *Business Environment,* Kalyani Publishers, New Delhi.
SaleemSaikh: *Business Environment,* Pearson Education, New Delhi.
Sengupta, N.K: *Government and Business in India,*Vikas Publication, New Delhi.

MC- 103
MANAGERIAL ECONOMICS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: estimate trends in demand through various forecasting techniques.
CO2: analyse the cost behaviourfor production decisions.
CO3: understand types of market conditions and taking decisions accordingly.
CO4: study the different business phases such as boom, depression, inflation, etc.for effective decision making.

Course Contents

Nature and significance of managerial economics.

Demand Analysis: Demand and Elasticity of Demand; Demand estimation for major consumer durable and non-durable products; Demand forecasting techniques.

Production analysis and cost analysis: Production functions in short run and long run. Cost concepts, Cost behavior in short run and long run.

Price Determination Under Different Market Conditions: Characteristics of different market structures; Price determination and firm's equilibrium under perfect competition, monopoly & discriminating monopoly, monopolistic competition and oligopoly.

Business Cycles: Nature and phases of business cycle, theories of business cycle-psychological, profit, monetary, innovation, Cobweb, Samuelson and Hicks theories.

Inflation: Definition, characteristics and types; Inflation in terms of demand-pull and cost-push factors; Effects of inflation.

REFERENCES

Peterson, Lewis, *Managerial Economics*, Prentice Hall of India, New Delhi
Salvatore, *Managerial Economics in Global Economy*, Thomson Learning.
E. F Brigham & J.L Pappas, *Managerial Economics*, Dried & Press
Diwedi, D.N *Managerial Economics*, Vikas Publishing House, New Delhi
Mehta, P.L *Managerial Economics*, Sultan Chand, New Delhi
R.L Varshnay, *Managerial Economics*, Sultan Chand Publications

MC 104
COMPANY LAW

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the concept, types and characteristics of companies.
CO2: be aware of the objectives and contents of MoA an AoA.
CO3: know the provisions regarding issue, allotment and transfer of shares
CO4: understand the appointment, powers of directors, and the process of amalgamation and winding up of the companies.

Course Contents

Company Law: History and administration; Meaning, characteristics &types of companies; Promotion and incorporation of companies; Memorandum of Association: clauses and procedure for alteration, Doctrine of Ultra Vires, Articles of Association: Adoption of Table A,Doctrine of indoor management, Prospectus: Powers of SEBI, contents and liability for misleading statements.

Share Capital: provisions regarding issue, allotment and transfer of shares, buy back of shares, Membership, Borrowing powers, mortgages and charges.

Directors: appointment, powers and legal position; Company meetings- kinds, quorum, voting, resolutions, minutes.

Reconstruction and Amalgamation.

Prevention of oppression and mismanagement, Winding up of companies.

REFERENCES

Gower L.C.B.,*Principles of Modern Company Law*: Stevens & Sons London.
Kapoor N.D.,*Company Law- Incorporating the provisions of the Companies Amendment Act*: Sultan Chand & Sons, New Delhi.
Kuchal M.C.,*Modern India Company Law*: Shri Mahavir Books, Noida.
Majumdar, A.K. Kapoor, G.K., *Company Law and Practice*.
Ramaiya A.,*Guide to the Companies Act*: Wadhwa& Co, Nagpur.
Sharma, Ashok Kumar: *Company Law*, VK (India) Enterprises, New Delhi.
Singh Avtar,*Company Law*: Eastern Book Co., L:ucknow.

MC 105
ACCOUNTING FOR MANAGERIAL DECISIONS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearningOutcomes

After completingthecourse,the student will beable to:

CO1: know the concept and scope of management accounting, define the role of management and designing management information system for business organizations.

CO2: understand the concept of responsibility accounting and measure the performance.

CO3: enable the students to learn the preparation and application of budgetarystatements, standard costing and marginal costing.

CO4: prepare the students to apply the recent accounting systems required to meet the challenges of competitive business environment.

Course Contents

Management Accounting: Meaning, objectives, nature, tools& techniques of management accounting; Installation of management accounting system; Role of management accountant. Management Information System and Reporting: Objectives, types and methods of reporting, reporting needs at different levels of management; Designing and installation of a reporting system.

Responsibility Accounting and Divisional Performance Measurement: Meaning, significance and fundamental aspects of responsibility accounting; Responsibility centers; Divisional performance evaluation: Measures of performance - Return on Investment vs. residual Income; Methods and Problem of transfer pricing.

Budgeting: Essentials of budgeting; Kinds of budgets; Budgetary control; Zero-base budgeting.

Standard Costing and Variance Analysis: Types of standards, Setting of standards and their revision; Variance analysis – Material, labour and overheads, control of variances.

Marginal Costing and Break-even Analysis: Concept, Marginal costing versus absorption costing, Preparation of income statements, Break-even analysis & Cost-Profit- volume analysis; Composite break-even-point, managerial applications of marginal costing.

Contemporary Issues in Management Accounting: Price level adjustment accounting; Value chain analysis; Activity-based costing; Quality costing; Target and life cycle costing.

REFERENCES

Anthony, Robert: *Management Accounting*, Tarapore-wala, Mumbai**.**

Barfield, Jessie, Ceily A. Raiborn and Michael R.Kenney: *Cost Accounting: Traditions and Innovations*, South -Western College Publishing, Cincinnati. Ohio.

Decoster, Don T. and Elden L. Schafer:*Management Accounting: A Decision Emphasis*, John Wiley and Sons Inc., New York.

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Horngren, Charles T., George Foster and SrikantM.Daliar: *Cost Accounting: A Managerial Emphasis*, Prentice Hall, Delhi.

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Lall, B.M. & I.C Jain: *Cost Accounting: Principles and Practice*, Prentice Hall, Delhi.

Maher, Michael W., Cylde P. Stikney and ronal L. Weil: *Managerial Accounting: An Introduction to Concepts, Methods and uses*, Forth-Worth Harcourt Brace College Publishers.

Pandey, I.M: *Management Accounting*, Vani Publication, Delhi

Sharma, D.C. and Gupta, K.G.: S.J. Publications, Meerut.

MC 106
MARKETING MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: familiarity with the concepts of marketing and their relevance in the current scenario.
CO2: understand the product and pricing decisionin a business.
CO3: developing promotional skills and logistics for efficient and effective connecting with the markets.
CO4: learning responsible and tech-survey markets operations.

Course Contents

Marketing: meaning, scope and importance; Evolution of marketing; Understanding marketing in new perspective.

Managing the marketing mix, Marketing environment.

Information system and marketing research: importance, scope and steps of marketing research process.

Understanding consumer behaviour, Analysing business markets; Customer relationship management.

Product: concept and classification; New product development; Product-mix and product line strategies; Product life cycle strategies; Branding, packaging, labeling and warranty.

Price determination; Pricing policies and strategies.

Promotion programme: advertising, sales promotion, public relations, publicity and personal selling.

Distribution logistics and supply chain management; Marketing channels, Retailing, Wholeselling and physical distribution.

Social, ethical and legal aspects of marketing.

Marketing and information economy; Direct and online marketing.

REFERENCES

Ramaswami, V.S. and Namakumari, S.; *Marketing Management*; MacMillan India Ltd.
Grewal, Dhruv and Michael Levy; *Marketing*; Tata McGraw Hill.
Etzel, Michael J, Bruce J. Walker, William J. Stanton and Ajay Pandit; *Marketing ConceptsandCases*; McGraw Hill, New Delhi.
Kotler, Philip, Kevin Lane Keller, Abraham Koshy and MithileshwarJha; *MarketingManagement;* Pearson Education.
Lancaster, Geoff and Lester Massingham; *Essentials of Marketing;* McGraw Hill International Ed.
Cundiff, Still and Govoni; *Fundamentals of Marketing Management;* Prentice Hall of India, New Delhi.
Luck, David J. and Ferrell, O.C.; *Marketing Strategy and Plans-Systematic Marketing Management*; Prentice Hall of India , Private Limited, New Delhi.
Saxena, Rajan; *Marketing Management*; Tata McGraw Hill.
Raju, M S and Dominique Xardel; *Marketing Management*; Tata McGraw Hill

MC 201
HUMAN RESOURCE MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the concept and functions of HRM in dynamic business environment.
CO2: understand the interlinkages among the pivotal functions concerning procurement of human resources viz. human resource planning, human resource policy, job analysis, recruitment, selection, induction and placement.
CO3: get the knowledge of different aspects concerning maintenance, developments and control of human resources in an organization.
CO4: learn how to deal with emerging issues concerning employee empowerment, quality of work life, job satisfaction and job stress.

Course Contents

Human Resource Management (HRM): Concept, evolution, scope, importance, objectives and functions, HRM in dynamic environment; Building up skills for effective HR manager; Global HRM; Human resource planning; Human resource information system; Human Resource policy; Job analysis; Recruitment; Selection; Induction and Placement.

Work Force: Promotion, transfer and separation; Employee training and executive development; Career planning and development; performance and potential appraisal; Empowerment, quality of work life, Compensation – nature and significance; Incentives and employee benefits; Job satisfaction; Job stress management.

REFERENCES

Armstrong, M A: *Handbook of Human Resource Management*, Routledge, Landon.
Beardwall, I and L. Holden, *Human Resources Management*, Macmillan India Ltd., New Delhi
Cascio, W.F.: *Managing Human Resources*, Mc-Graw Hill Inc., New York
Dwivedi, R S: *Managing Human Resources – Industrial Relations in Indian Enterprises*, Galgotia Publishing Ltd, New Delhi.
Krishnaven R.: *Human Resource Development – A Researcher's Perspective*, Excel Books, New Delhi.
Mello, J.A.: *Strategic Human Resource Management*, Thomson Learning, Delhi.
Monappa, A: *Managing Human Resource*, McMillan India, Ltd. New Delhi.
Saini, Debi S. and Sami A. Khan (eds.): *Human Resource Management*, Response Books, Delhi.
Rao VSP: *Human Resource Management*, Excel Publishers Pvt. Ltd., New Delhi

MC 202
INTERNATIONAL BUSINESS ENVIRONMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understandtheimportanceandscopeofinternationalbusinessandexaminethedifferencesinenvironmental factorsofvarious countries and their implicationsforinternational business decisions.

CO2: appreciatetherole of international economic institution like WTO, UNCTAD, IMFandWorldBank in regulatinginternational business.

CO3: know theevolutionandworkingof regionaleconomiccooperation such as EU, NAFTA ASEAN, SAFTAinexpansion of internationalbusiness.

CO4: learn the nature and developments in foreign exchange market and ways of managing foreign exchange risk.

Course Contents

International business: nature, importance and scope; Framework for analyzing international business environment: geographical, economic, socio-cultural, political and legal environment; Multinational corporations: nature and role; Technology transfers: importance and types; Foreign Investment: nature, types and barriers.

An overview of International economic institutions: WTO, UNCTAD, IMF, World Bank; Generalized system of preferences; International commodity agreements.

Regional economic co-operation: types and rationale, EU, NAFTA, ASEAN, SAFTA.

Foreign Exchange Markets: nature, participants, Foreign exchange rates determinants, Exchange rates arrangement in India, Foreign Exchange Risk: nature and management.

REFERENCES

Alan, M. Rugman and Richard, M. Hodgetts: *International Business*, Pearson Publication, New Delhi.

SundaramAnant, K. and Black, J. Stewart: *The International Business Environment*, Prentice Hall of India, New Delhi.

Arya, P. P. and Tondon, B. B.: *Economic Reforms in India*; Deep and Deep, New Delhi.

Cherunilam Francis, *International Business: Texts and Cases*, Himalaya Publishing House, New Delhi.

Daniels Radebaugh Sullivan: *International Business Environments and Operations*, Pearson Publication, New Delhi.

Michael, R. Czinkota; Llkka, A. Ronkainen; and Michael, H. Moffet: *International Business*, Thomason Publication, New Delhi.

Robert Grosse and Duane Kujawa: *International Business*, Irwin Publication, New Delhi.

SaleemSaikh, *Business Environment*, Himalaya Publishing House, New Delhi.

TayebMonis H.: *The Global Business Environment – An Introduction*, Sage Publication, New Delhi.

VyuptakeshSharan: *International Business: Concepts, Environment and Strategy*, Pearson Publication, New Delhi.

MC-203
STRATEGIC MARKETING

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time: 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the conceptual framework of strategic marketing planning.
CO2: analyse the business environment for strategic decision making
CO3: learn different types of marketing strategicalternatives at various stages of development of a firm.
CO4: link business strategies with marketing mix and analyze how marketers implement and control marketing strategies.

Course Contents

Concept and hierarchy of strategies; Strategic role of marketing; Strategic marketing planning process; The marketing plan; Corporate strategy decisions – Corporate mission, vision, goals and objectives, corporate growth strategies, resource allocation; Business strategies and their marketing implications.

Environmental Analysis – Internal environment, external environment, **custom environment**; Industry and competitor analysis; SWOT analysis; Portfolio analysis; Market segmentation, targeting and positioning.

Marketing strategies for new market entries; marketing strategies for growth markets; marketing strategies for mature markets and declining markets.

Relationship between business strategies and marketing mix; Marketing strategy implementation; controlling marketing strategies.

REFERENCES

Luck David J. Ferrel O.C. and Lucas George H.: *Marketing Strategy and Plan,* Prentice Hall, New Jersey.
Walker Orville C., Boyd Harper W., Larreche: *Marketing Strategy & Planning and Implementation*, Tata McGraw Hill, New Delhi.
Xavier, M.L.: *Strategic Marketing*, Response Books (A Division of Sage Publication), New Delhi.
Mazzucato, Mariana: *Strategy for Business*, Sage Publication, New Delhi.
Gracme Drummond and John Ensor: *Strategic Marketing, Planning and Control,* Butterworth Heinmamn.
Wilson, Richard M.S. and Collin Gilligam: *Strategic Marketing Management: Planning, Implementation and Control,* Viva Books Pvt. Ltd., New Delhi.
Ferrell O.C., George H. Lucas and David Luck: *Strategic Marketing Management,* Southern-Western, Publishing Co., Cincinnati, Ohio.
Lilien, Gary L, Phillip Kotler and K. Sridhar Moorthy: *Marketing Models*, Prentice Hall, New Jersey.
Nag, A.: Strategic Marketing, Macmillan India Ltd.
Yudkin, Marcia, Strategic Marketing, CreativeWays.

MC 204
FINANCIAL MANAGEMENT & POLICY

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: know the scope and recent developments in the field of financial management.
CO2: understand financial forecasting and develop financial plans.
CO3: ascertain the cost of capital and estimate the working capital requirement for the business.
CO4: learn capital expenditure and risk analysis for better decision making.

Course Contents

Financial Management: Nature, significance, objectives and scope of financial management, functions of finance executive in an organization, Time value of money and recent developments in financial management.

Financial Planning and forecasting: Need & importance of financial planning; financial planning process, drafting a financial plan; Financial forecasting; meaning, benefits and techniques of financial forecasting; Sources of finance.

Cost of Capital: Significance, computation of cost of capital including CAPM, problems in computation of cost of capital.

Working Capital Management and Control: Need, Types & determinants, assessment of working capital requirements; Management of cash, marketable securities & receivables, financing of working capital – banking norms.

Capital Budgeting Decisions: Nature & importance, factors influencing capital expenditure decisions, capital budgeting process, Evaluation criteria and risk analysis, capital expenditure control.

REFERENCES

Ravi M. Kishore: *Financial Management,*Taxmann Publications Pvt. Ltd., New Delhi.
Sinha, Pradip Kumar: Financial Management, Excel Books, New Delhi.
Van, Horne: *Financial Management and Policy*, Prentice Hall of India, New Delhi.
Hampton: *Financial Decision Making*, Prentice Hall of India, New Delhi.
Prasanna, Chandra: *Financial Management*, Tata McGraw Hill, New Delhi.
Khan, M. Y. and Jain ,P.K.: *Financial Management*, Tata McGraw Hill, New Delhi.

MC 205
CORPORATE ACCOUNTING

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearningOutcomes

After completingthecourse,the student will beable to:

CO1: understand the provisions of regulatory bodies relating to issue, forfeiture and valuation of share and presentation of final statements.
CO2: prepare and present the accounts for restructuring, human resource and lease accounting.
CO3: developconsolidated financial statements.
CO4: learn the specific requirements of financial statements and harmonization of corporate reports.

Course Contents

Company Accounts: Issue, forfeiture, and valuation of shares; Final accounts of company; Amalgamation, absorption and reconstruction; Human Resource Accounting; Lease accounting. Preparation of consolidated financial statements of holding and subsidiary companies.

Corporate reporting requirements and Current practices; Periodic reporting; Segment reporting; Social reporting; Harmonization in corporate reports.

REFERENCES

Gupta, R.L: *Advanced Financial Accounting,* S. Chand & Co., New Delhi.
Arulanandum, M.A. and Raman, K.S.: *Advanced Accountancy,* Himalaya Publishing House, N.Delhi.
Maheshwaari, S.N: *Advanced Accountancy –Vol.II,* Vikas Publishing House, New Delhi.
Monga,J.R: *Advanced Financial Accounting,* Mayoor Paperbacks, Noida
Shukla, M.C. and T.S. Grewal: *Advanced Accountancy,* Sultan Chand & Co., New Delhi.
Warren, C.S. and P.E Fess: *Principles of Financial and Managerial Accounting,* South-Western, Ohio.
Porwal, L.S., *Accounting Theory,* Tata McGraw Hill , New Delhi.

MC- 206
BUSINESS STATISTICS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearningOutcomes

After completingthecourse,the student will beable to:

CO1: apply correlation and multiple regression to know relationship between the variables.
CO2: be aware of the concepts of index number and their applications.
CO3: know the components of time series, its models and application.
CO4: understand the concepts of probability and probability distributions.

Course Contents

Multiple regression and correlation: Linear regression equation, Regression equation in terms of simple correlation; coefficients; Reliability of the estimate; Multiple Correlation; Partial Correlation.

Index Numbers: Meaning, types and uses; Methods of constructing price and quality indices(simple and aggregate); Test of adequacy; Chain base index numbers; Base shifting, splicing and deflating; Problems in constructing index numbers; Consumer price index.

Time Series Analysis: Components of a time series, Models of time series analysis- additive and multiplicative; Methods of constructing seasonal index; Adjusting time series data for seasonal variations, Estimation of seasonal variations.

Theory of Probability: Probability as a concept; approaches to defining probability; addition and multiplication laws of probability; Conditional probability; Bayes Theorem.

Probability distributions: Probability distribution as a concept; Binomial, Poisson, and Normal distributions- their properties and parameters.

REFERENCES

Heinz, Kohler: *Statistics for Business & Economics*, Harper Collins.
Lawrence B. Morse: *Statistics for Business & Economics*, Harper Collins
Levin, Richard I.& David S Rubin: *Statistics for Management*, Prentice Hall of India, Delhi.
Chou-Ya-Lun: *Statistical Analysis*, Holt, Rinchart and Winslon.

MC 301
COMPUTER APPLICATIONSIN BUSINESS

THEORY

Credits: 04
External Marks: 50
Internal Marks: 20
Practical: 30
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (3) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (8) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the structure and organization of the computers
CO2: recognize and use the hardware and software of the computers
CO3: understand the concept of computer networking, topologies and basics of information technology.
CO4: understand the use of computers in business operations

Course Contents

Computer System: Meaning, scope, types; Basic computer organization: Central Processing Unit, input, output, and storage devices; Introduction to software; System software- operating system, user interface and its types; Application software- word processing, spreadsheets; Introduction to databases, tables, queries, reports and form generation. Fuzzy Logic, etc.

Information Technology in Business: Concept of information technology; Local Area Network– media & topologies and Wide Area Networks; Electronic data processing; Intranet and extranet, concept and evolution; World Wide Web; Multimedia technologies; Video conferencing; Broadband networks; Planning and designing web pages.

PRACTICAL

Solving business problems using MS-Word, MS-Excel, MS-Access. External examiner will conduct the practical examination. A list of the practicals is suggested as under:

1. Write a leave application to your Principal/ Chairperson in MS Word.
2. Make a letter head of your company & prepare a sales report of last one month.
3 Make a circular to the shareholders of AGM (Use mail merge option).
4. Write a letter to the customers congratulating them on their birthday / anniversary (using mail merge). Choose the customers from a database made in MS Excel.
5. Make a database of the students of M.Com. in MS Excel and do the following: Sort, Find out first 2 positions from boys and girls, Make a chart of performance of boys and girls.
6. Search the closing share price of a bluechip company for one quarter and compute the beta value
7. Make a database in MS Access and prepare a payroll of the employees
8. Make a hypothetical data-base of the responses to a questionnaire and compute– mean, standard deviation, correlation, ANOVA, etc.
9. Make a power-point presentation on 'Computers Applications in Business.'

REFERENCES

Pradeep K Sinha, (2010) *Computer Fundamentals*,
Bajaj, Kamlesh K and Debjani Nag: *E-commerce – The Cutting Edge of Business*, Tata McGraw Hill (P) Ltd., New Delhi.
Greenstein, *Electronic Commerce*, Tata McGraw Hill, New Delhi
Leon, Alexis: *Fundamental of Information Technology*, Vikas Publication House (P) Ltd., New Delhi
Mansfield, Ron: *The Compact Guide to Microsoft Office*, BPB Publication, Delhi.
Norton, Peter: *Introduction to Computer 4/E*, Tata McGraw Hill (P) Ltd., New Delhi
Saxena, Sanjay: *A First Course in Computer*, Vikas Publication House (P) Ltd., New Delhi.

MC 302
ADVANCED FINANCIAL MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time: 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: acquaint with dividend decisions & models.
CO2: know the determinants of capital structure and analyse EBIT-EPS.
CO3: know the broad areas and techniques of corporate restructuring.
CO4: understand and implement financial restructuring.

Course Contents

Dividend Decisions: Types & determinants of dividend decisions, Dividend models, corporate dividend practices in India.

Capital Structure Decisions: Concept & importance, Determinants of capital structure, theories of capital structure, optimum capital structure, financial indifference point; Leverage: Operating, financial & combined leverage, EBIT-EPS analysis.

Corporate Restructuring: Need and broad areas of corporate restructuring, objectives, techniques of corporate restructuring.

Mergers & Takeover: Types & objectives, legal and procedural aspect of mergers and takeover process, valuation & financing of mergers & acquisitions, post-merger problems & reorganization, taxation and financial aspects of mergers, takeover defences. An overview of mergers & takeovers in India.

Financial Restructuring: Need & steps in financial restructuring, reorganization of capital, buy-back of shares-concept, necessity and procedure. Financial management of sick units.

REFERENCES

Ravi M. Kishore: *Financial Management,*Taxmann Publications Pvt. Ltd., New Delhi.
Sinha, Pradip Kumar: Financial Management, Excel Books, New Delhi
Van, Horne: *Financial Management and Policy*, Prentice Hall of India, New Delhi.
Hampton: *Financial Decision Making,* Prentice Hall of India, New Delhi.
Prasanna, Chandra: *Financial Management,* Tata McGraw Hill, New Delhi.
Khan, M. Y.andJain,P.K.: *Financial Management,* Tata McGraw Hill, New Delhi.

MC-303
SECURITY ANALYSIS AND INVESTMENT MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearningOutcomes

After completingthecourse,the student will beable to:

CO1: understand the conceptual framework of investment and risk return analysis.
CO2: develop the understanding of financial market.
CO3: analyse bonds, debentures, preference shares and equity shares in terms of valuation, yields and risk.
CO4: know the regulatory framework and role of depository.

Course Contents

Introduction to Investment analysis: Nature & scope of investment analysis; approaches to investment analysis, investment process, Security return and risk analysis: systematic & non-systematic risk.

Default risk, foreign exchange risk, interest rate risk, purchasing power risk, securities' market: Primary market, Secondary market; Primary market: role, functions & methods of selling securities in primary market; SEBI guidelines on public issue.

Secondary market: Importance, trading mechanism, listing of securities on stock exchange, depository: role & functions, Depositories Act, 1996 (outline). Linkage of Primary & Secondary markets.

Valuation of securities, bonds, debentures, preference shares & equity shares, fundamental & technical analysis, EMH.

REFERENCES

Clark, Fransis: *Investment- Analysis and Management,* TMH Publishers.
Fisher and Jordon: *Security Analysis and Portfolio Management,* PHI, New Delhi
Alexander, Sharpe, Bailley – *Fundamentals of Investment* – Pearson/PHI.
Barua, Verma and Raghunathan – *Portfolio Management,* TMH.
S. Kevin – *Portfolio Management,* Prentice Hall India.

MC-304
FINANCIAL INSTITUTIONS AND MARKETS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course LearningOutcomes

After completingthecourse,the student will beable to:

CO1: understand Indian financial system and its role in economic development
CO2: know the role of different types of financial markets and their regulatory framework
CO3: know operational and promotional activities of development banks.
CO4: develop understanding about merchant banking and mutual funds.

Course Contents

Introduction: Nature and role of financial system; Financial system and Financial markets; Financial system and economic development; Indian Financial System-an overview.

Money Market; Capital Market: primary and secondary markets; Government securities market; Recent developments in Indian capital market; Role of SEBI- an overview.

Development Banks: Concept, objectives and functions of development banks; Operational and promotional activities of development banks; IFCI, ICICI, IDBI, IRBI, SIDBI, State development banks and state financial corporations.

Merchant Banking: Concept, functions and growth; Government policy on merchant banking services; SEBI guidelines future of merchant banking in India.

Mutual Funds: Concept, performance appraisal and regulation of mutual funds; Designing and marketing of mutual funds schemes; Latest mutual fund schemes in India- an overview.

REFERENCES

Rose,Peter S and Fraser, Donald R. *Financial Institutions*. Ontario, Irwin Dorsey.
Vij,Madhu. *Management of Financial Institutions in India*. New Delhi.
BholeL.M,:*Financial Markets and Institutions* ,Tata McGraw Hill, Delhi.
Khan M Y ,: *Indian Financial System*, Tata McGraw Hill, Delhi.
Varshney, P.N.: *Indian Financial System*, Sultan Chand & Sons, New Delhi.
Srivastava R.M.: *Management of Indian Financial Institution*; Himalaya Publishing House, Mumbai.

MC 305
FUND MANAGEMENT IN BANKING ANDINSURANCE COMPANIES

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course LearningOutcomes

After completing the course, the student will be able to:

CO1: know the structure of commercial banking and its regulation
CO2: know about different types of reserves and non performing assets
CO3: develop understanding about insurance and their regulatory agencies
CO4: learn the fund management provisions relating to insurance sector companies.

Course Contents

Banking in India: Evolution and growth; Banking legislation; Structure and functions of commercial banking in India; Banking Sector reforms; Management of primary reserves, secondary reserves, capital funds, deposits and advances; Priority sector lending by banks; Capital adequacy norms; Management of non-performing assets; Central banking in India-Role of Monetary policy.

Insurance: Meaning, functions and principles of life, fire, accident, marine and aviation insurance; Types of policies; Insurance Act 1938; Insurance Regulatory and Development Authority (IRDA); Fund management in LIC, GIC & its subsidiaries and private sector insurance companies.

REFERENCES

Bakerwelford, A.W and W. W. Otter Barry: *Law Relating to Fire Insurance*, - Butterworth & Co. Ltd., London.
Dinsdale, W.A: *Elements of Insurance*, Pitman.
Jadhav, Narendra: *Challenges to Indian Banking*, ed., Macmillan, New Delhi.
Joel. Bessis: *Risk Management in Banking*, John Wiley,
Kotch, Timothy W: *Bank Management*, Dryden Press. Chicago.
Sinkey, Joseph F. Jr: *Commercial Banks Financial Management*, Prentice Hall, Delhi.
Smith, T.R: *Fire Insurance Theory & Practice*, Stone & Cox.
Tannan, M.L: *Banking Law and Practice*, Indian Law House, Delhi.
Turner, H.S: *Principles of Marine Insurance*, Stone and Cox,
Khan MY: *Indian Financial System —Theory and Practice*; Vikas Publishing House, New Delhi.

MC-306
MERCHANT BANKING AND FINANCIAL SERVICES

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course LearningOutcomes

After completingthecourse,the student will beable to:

CO1: develop the understanding about merchant banking and its regulatory framework
CO2: apply provisions relating to share/debenture issue, underwriting and corporate restructuring
CO3: understand financial services and its regulatory framework
CO4: know about depository, custodial,credit rating services and venture capital funds

Course Contents

Merchant Banking: Nature, organization and management of merchant banking in India; Regulation and registration of merchant banks; Code of conduct, duties and liabilities of lead managers in India; SEBI guidelines for merchant banks.

Financial Services: Nature, features and types; Risks in financial services; Regulatory framework of financial services.

Merchant Banking Service: Management of equity issue, debenture issue, underwriting arrangements, corporate restructuring and project financing.

Depository and custodial services, leasing services, Hire purchase services, Factoring and forfeiting services, Credit rating services and services relating to venture capital fund and mutual funds.

REFERENCES

Bansal, L.K: *Merchant Banking and Financial Services*, Unistar Books Pvt. Ltd., Chandigarh.
Bhatia, B.S and Batra G.S.: *Management of Financial Services*, Deep & Deep Publications, New Delhi
Bhole, L.M.: *Financial Markets and Institutions*, Tata-McGraw Hill Companies Ltd., New Delhi.
Khan, M.Y.: *Indian Financial System*, Vikas Publishing House, New Delhi.
Machiraju H.R.: *Indian Financial System*, Vikas Publishing House, New Delhi.
Srivasta, R.M.: *Management of Indian Financial Institutions*, Himalaya Publishing House, Bombay.
Vanhome, James C: *Financial Market Rates and Flows*, Prentice Hall of India Ltd., New Delhi.
Verma, J.C.: *Merchant Banking*, Tata McGraw Hill Company Ltd., New Delhi.

MC 307
ADVANCED TAX LAWS AND PRACTICE

Credit: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:
CO1: understand Wealth Tax Provisions and computation of Wealth Tax.
CO2: understand the provisions of VAT.
CO3: apply the provisions and computation of services tax.
CO4: know the Central Excise Laws, Custom Laws and GST.

Course Contents

Wealth Tax: Charge of wealth tax, assets, deemed assets and assets exempted from tax, valuation of assets, Computation of net wealth and wealth tax liability, Return of wealth and provisions concerning assessment.

Value Added Tax (VAT): Justification, objectives and benefits of VAT, Types and methods of computation of VAT, VAT Methodology and VAT – Registration, returns, audit and penal provisions.

Services Tax: Need, Statutory provisions, taxable services, valuation, administrative mechanism and procedural aspects, rates and computation of tax, payment & adjustment of service tax, Penalties under services tax, Challenges before services tax administration in India.

Central excise laws: Basis of chargeability of duties of central excise- classification and valuation of excisable goods, assessment procedure, recovery and refund of duties. Clearance of excisable goods, filing of returns; CENVAT.

Custom laws: levy of and exemption from custom duties, valuation and assessment of duties, recovery and refund of custom duties, Prohibited, specified and notified goods, special provisions & rules relating to baggage, Procedure for clearance of imported and exported duties.

Outline of proposed Direct Taxes Code and Goods and Services Tax.

REFERENCES

Anand G, Srinivasan: *Direct Taxes Code 2009 & Income Tax Act 1961,* Taxmann Publications Pvt. Ltd., New Delhi.
Sareen,V.K., Sharma,Ajay: *Indirect Taxes*, Kalyani Publishers, New Delhi.
Singhania, Vinod K. and Singhania, Monica: *Corporate Tax Planning and Business Tax Procedures*, Taxmann Publication, New Delhi
Ahuja G.K. and Gupta, Ravi: *Systematic Approach to Income Tax and Central Sales Tax,* Bharat Law House, New Delhi.
Income Tax Act, Income Tax Rules, and Annual Finance Act.
Lakhotia,R.N: *Corporate Tax Planning*, Vision Publications, Delhi.
Mehrotra, H. C.andGoyal,S.P., *Corporate Tax Planning and Management,*ShahityaBhawan, Agra.
Singhania, Vinod K.: *Direct Tax Planning and Management,* Taxmann Publication, Delhi.

MC 308
MARKETING RESEARCH

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the conceptual framework and applications of marketing research.
CO2: be familiar with the steps involved in handling a research problem.
CO3: design appropriate research methodology for data collection.
CO4: analyse the qualitative and quantitative data for effective decision making.

Course Contents

Introduction to Marketing Research: Nature, scope and importance; Marketing research process.

Formulating the Problem, Research Design: Exploratory, experimental and descriptive research, Sampling design; Sources of information; Designing questionnaire; Methods of data collection; Scaling techniques; Sampling and non-sampling errors.

Qualitative Research: Meaning, process and methodologies.

Qualitative Research Techniques: Observation, Survey.

REFERENCES

Aaker, David A., V. Kumar and George S. Day: *Marketing Research,* John Wiley & Sons Inc., New York.
Arya, P.P. and Yesh Pal (ed.): *Research Methodology in Management,* Deep and Deep Publication Pvt. Ltd., New Delhi.
Beri, G.C.: *Marketing Research,* Tata McGraw Hill, New Delhi.
Boyd, Westfall and Stasch: *Marketing Research,* Richard D. Irwin, Homewood, Illinois.
Churchill, A. Gilbert Jr.: *Marketing Research – Methodological Foundations,* The Dryden Press, Orlando.
Green and Tull: *Research for Marketing Decisions,* Prentice Hall of India (P) Ltd., New Delhi.
Kothari, C.R.: *Research Methodology – Methods and Techniques,* Wiley Eastern Ltd., New Delhi.
Luck, David J., Wales, Taylor & Rubin: *Marketing Research,* Prentice Hall of India, New Delhi.
Nargundkar, R., *Marketing Research,* Tata McGraw Hill Company Ltd., New Delhi.
Zaltman and Burger: *Marketing Research,* Dryden Press, Orlando.

MC 309
ADVERTISING MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After completingthecourse,the student will beable to:

CO1: understand the nature and importance of advertising and its role in economy.
CO2: develop the advertising objectives and budget.
CO3: do copy development and testing and media planning.
CO4: know the methods of testing effectiveness of advertisements and the role of advertising agency

Course Contents

Introduction to Advertising: Advertising nature and importance; Communication process; Advertising and communication; Types of advertising; Advertising management process – an overview; Ethics and advertising; Social and Economic aspects of advertising.

Advertising Objectives and Budget: Determining advertising objectives; Methods of determining advertising budget.

Copy Development and Testing: Determining advertising message and copy headlines, body, copy logo, illustration, Creative styles and advertising appeals.

Media Planning: Print, broadcasting media and other media; Media planning – media selection and scheduling.

Organization and control of Advertising Effort: Role of advertising agencies; Advertising agency and client relationship; Evaluating advertising effectiveness – Pre and post-tests.

REFERENCES

Aaker, David, *et al.*: *Advertising Management,* Prentice Hall, New Delhi.
Batra, Rajeev, John G. Myres and David A. Aaker: *Advertising Management,* Prentice Hall, New Delhi.
Davis, J.J. : *Advertising Research,* Prentice Hall, New Delhi.
Gunter, Barrie: *Media Research Methods,* Sage Publications, London.
Norris, James S. : *Advertising,* Prentice Hall, New Delhi.
Sandage C.H. and Fry Burger: *Advertising Theory and Practice,* Richard D Irwin, Illinois.
Sengupta, Subroto: *Brand Positioning,* Tata McGraw Hill Co., New Delhi.
Sissors, Jack, Z and Lincoln, Bimla: *Advertising Media Planning,* NTC Business Books, Illinois, USA.

MC- 310
APPLICATIONS OF STATISTICAL METHODS IN BUSINESS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After completingthecourse,the student will beable to:

CO1: understand the concepts of sampling and sampling methods.
CO2: learn the testing the hypothesis
CO3: apply non-parametric tests for statistical analysis.
CO4: acquaint with statistical quality control methods and advanced statistical techniques.

Course Contents

Sampling: Probability and non-probability methods; Sampling and non-sampling errors, precision and accuracy; Efficiency of sampling methods; Law of large numbers, central limit theorem and sampling distributions.

Estimation and Hypotesting: Point and interval estimation; Large and small sampling tests- z-test, t-test, and f-test.

Non- parametric Tests: Chi-square tests- goodness of fit, independence, homogeneity and equality of population proportions; Other non- parametric tests- sign test, sign test for paired observations, Wilcoxin signed-rank tests, Wald-Wolfowitz test, Krushal Wallis H test.

Statistical Quality Control: Statistical control of quality; causes of Variations in quality; Quality control charts; Purpose and logic of their constructions; Control charts for variables-X Charts and R Charts.

Advanced Statistical Techniques**:** ANOVA, discriminant analysis, factor analysis & cluster analysis.

REFERENCES

Heinz, Kohler: *Statistics for Business & Economics*, Harper Collins.
Lawrence B. Morse: *Statistics for Business & Economics*, Harper Collins
Levin, Richard I.& David S Rubin: *Statistics for Management*, Prentice Hall of India, Delhi.
Chou-Ya-Lun: *Statistical Analysis*, Holt, Rinchart and Winslon.

MC-311
INTERNATIONAL MARKETING

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After completingthecourse,the student will beable to:

CO1: identify the opportunities and challenges in international marketing.
CO2: analyse international marketing environment and strategies for entering international markets.
CO3: understand the marketing mix for international markets.
CO4: know the techniques for controlling international marketing operations.

Course Contents

International marketing concepts, opportunities and challenges in international marketing.

International Marketing Environment: Economic environment, cultural environment, political-legal environment; Planning and organizing for international marketing, Alternative market entry strategies.

International Product Decisions: Product policy, product adaptation and standardization; Global branding and packaging; New Product development; Product line policies.

International Distribution and Logistics System: Channel of distribution, factors affecting channel choice, managing channel members, international marketing logistics policy.

International Advertising and Promotion: Creative challenges, media planning and analysis, agency selection; Sales promotion; Managing personal selling.

Pricing for International Marketing: Factor influencing price settings, pricing policy and strategies, transfer pricing, price quotations. Controlling international marketing operations.

REFERENCES

Paul, Jastin and Ramneek Kapoor: *International Marketing,* Tata McGraw Hill, New Delhi.
Cateora, Philip R. : *International Marketing,* McGraw Hill, New Delhi.
Czinkota, M.R.: *International Marketing,* Dryden Press, Boston.
Fayerweather, John: *International Marketing,* Prentice Hall, New Delhi.
Jain, S.C.: *International Marketing;* CBS Publications, New Delhi.
Johansson, Johny K., Global Marketing, Tata McGraw Hill.
Keegan, Warren J.: *Global Marketing Management;* Prentice Hall, New Delhi.
Muhlbacher, Hans, Lee Dahringer and Helmuth Leiks: *International Marketing – A Global Perspective,* Thompson Business Press, London.
Onkvisit, Sak and John J. Shaw: *International Marketing: Strategy and Theory,* Routledge, London.
Paliwoda, S.J. (ed.): *International Marketing,* Routledge, London.
Rugman, Alan M. and Richar M. Hodgetts, *International Business – A Strategic Management Approach,* McGraw Hill, Inc., New York.
Terpestra, V. and R. Sarathy, *International Marketing,* Dryden Press.

MC 312
FOREIGN TRADE POLICY & PROCEDURES

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearningOutcomes

After completingthecourse,the student will beable to:

CO1. be aware of the status, composition and trends of India's foreign trade.
CO2. k now the foreign trade policies and institutional support for foreign trade.
CO3. understand the export and import documentation and procedures.
CO4. developtheunderstanding of regulatoryandlegalaspectsrelatedto foreign trade.

Course Contents

Trends in India's Foreign Trade: Direction and composition; Commercial Policy Instruments: Tariffs, quotas, anti-dumping/countervailing duties; Technical standards; Exchange controls and other non-tariff measures; Export-import policy; Export promotion and institutional set up; Deemed exports; Rupee convertibility. Foreign investment policy framework and status of FDI in India.

Export Procedure: INCOTERMS, preparation of export contract, Processing of export order including customs and excise clearance; Pre-shipment inspection, insurance, modes of payment including UCP 600, foreign exchange regulation and procedures, dispute settlement procedures.

Import Procedure – Purchase order customs clearance, dispute settlement procedures; IT applications in customs clearance.

Documentary framework for availing cash incentives including duty drawbacks tax incentives, excise duty reliefs, overseas marketing facilities export finance and export credit, export production facilities.

REFERENCES

Anita Kumari, Export Incentives, Anupam Publishers, Delhi.
Export – Import Policy, Ministry of Commerce, Government of India.
Handbook of Export Import Procedures, Ministry of Commerce, Government of India Vols. I & II.
Mahajan, M.I, *Exports*: *Do It Yourself*, Snowwhite Publications, Mumbai
Ram, Paras, *Exports: What, Where and How?*Anupam Publications, New Delhi.

MC 313
RETAIL MANAGEMENT

Credit: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the conceptual framework and strategic planning for retailing.
CO2: comprehend different retailing formats and plan location of a retail store.
CO3: get knowledge of customer service and financial management in retail organisations.
CO4: handle issues concerning information technology, social, ethical and legal aspects in retailing.

Course Contents

Retailing: Concept, Characteristics, importance and functions; Theories of retailing: Retailing in India. Strategic Planning in retailing; Planning for global retailing.

Retailing Formats: Classifying retail institutions according to ownership, store based and non-store based retail organizations. Planning location of retail institution; Trading area analysis, deciding the most desirable type of location, choice of a general location, choosing and evaluating a particular site.

Human Resource Management in retailing: Objectives and function; setting up a retail organization, organizational patterns in retailing. Managing store employees.

Store Operations Management: blueprinting operations; deciding stores layout; store design and displays; energy management; loss prevention and security issues.

Customer Service: Concept and importance, developing service strategy; service quality-dimensions and GAPS model; Retailing customers.

Financial management in retailing: Sources of finance, FDI in retail; analysis of financial and operational performance, retail audit.

Applications of information technology in retailing; Social, ethical and legal aspects in retailing.

REFERENCES

Gilbert David: *Retail Marketing Management,* Pearson Education, Delhi.
Pradhan Swapna: *Retailing Management: Text & Cases.* Tata McGraw Hill, New Delhi.
Bermans& Evans: *Retail Management – A Strategic Approach,* Prentice Hall of India, New Delhi.
Lamba: *The Art of Retailing,* Tata McGraw Hill, New Delhi.
Mcgoldrick, P.: *Retail Marketing,* McGraw Hill, U.K.

MC 314
ENTREPRENEURSHIP DEVELOPMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: be familiarwith the fundamentals of entrepreneurship and its role in economic development.
CO2: understand the market opportunities and translate them into successful businesses.
CO3: explain the requirements to set up the small businesses and help them to develop project reports for setting up businesses.
CO4: be aware about the institutional support and incentives provided by the governments to set up their own businesses.

Course Contents

Entrepreneurship: concept, nature and scope; factors affecting entrepreneurial growth; major motives influencing an entrepreneur; stress management; entrepreneurship development programs.

Small Enterprises: Definition, Classification – Characteristics, Ownership Structures.

Market Survey and Opportunity Identification: starting a small scale industry, registration procedures, list of items reserved for small scale industry; assessment of demand and supply in potential areas of growth, understanding business opportunity, considerations in product selection, data collection for setting up small ventures.

Project Report Preparation: Managerial and Operational aspects of small business; Human relations and performance in organization; Institution supporting entrepreneurial growth.

Environmental considerations: concept of ecology and environment, air, water and noise pollution standards and control.

Personal Protection Equipment (PPEs) for safety at work places.

REFERENCES

Rathore, BS and JS Saini, *A Handbook of Entrepreneurship (Ed.)*, Aapga Publications, Panchkula (Haryana)
Gupta, CB and P Srinivasan, *Entrepreneurship Development*, Sultan Chand and Sons, New Delhi
S Anil Kumar, S C Poornima, Mini K Abraham and K Jayashree, *Entrepreneurship Development*, New Age International Publisher, N Delhi.
Dhamija, Suresh K, *Environmental Engineering and Management*, SK Kataria and Sons, New Delhi
Sharma, BR, *Environmental and Pollution Awareness*, Satya Prakashan New Delhi
Thakur Kailash, *Environmental Protection Law and policy in India*: Deep and Deep Publications, New Delhi
Bhandari, PM, *Handbook of Small Scale Industry*
Sharma, DD, *Total Quality Management*, Sultan Chand and Sons, New Delhi.

MC 315
BUSINESS ETHICS & SOCIAL RESPONSIBILITY

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the need of ethics to sustain the business and relationship of ethics with morality and value.
CO2: examine the different theories of ethics applicable to business and its role in making ethical decision.
CO3: role of various stakeholders in creating ethics and ethical organization;
CO4: understand social responsibility of business, approaches to CSR and role of CSR in the success of a business.

Course Contents

Ethics: Concept and principles, relationship with morality, values, and law, moral reasoning. Stages of moral and ethical development; Ethical theories in relation to business – egoism, utilitarianism, Kant's ethics. Religion and ethics; Ethical Dilemma: causes and resolution. Ethical decision making in business –models and processes, personal and corporate values and ethical decision making. Globalization and business ethics; Creating an ethical organization – corporate governance, corporate culture, CSR, code of conduct. Business ethics and consumer protection; Business ethics and environment protection - maintaining ecological balance, sustainable development, Business ethics and human resources – workplace issues, privacy; Role of outside stakeholders on ethics – media, public, Judiciary; IT and ethics.

Social responsibility – meaning and importance. Socially responsible consumption, Social responsibility of business. CSR – fundamentals and evolution; Approaches to CSR – Freeman's approach, Gandhian trusteeship principle, Stakeholder approach, Triple bottomline; CSR and philanthropy, Advantages and disadvantages of CSR; CSR and corporate strategy; CSR and profitability, Implementing CSR programmes.

REFERENCES

Campbell Jones, Martin Parker & Rene ten Bos (2005) *For Business Ethics*, Routledge, New York
Fernando A.C. (2009) *Business Ethics: An Indian Perspective*, Pearson Education, New Delhi
KoljaPaetzold, *Corporate Social Responsibility: An International Marketing Approach*, DiplomicaVerlag, GmbH, Hamburg, Germany.
Marianne M. Jennings, *Business Ethics: Case Studies and Selected Readings*, 6th Edition, South-Western Cengage Learning, Mason (USA).
Philip Kotler & Nancy Lee, *Corporate Social Responsibility*, Wiley-India Edition, New Delhi.
William B. Werther Jr. & David Chandler, *Strategic Corporate Social Responsibility*, Sage Publications, California.
William H. Shaw (2010) *Business Ethics*, Cengage Learning, Boston (USA).

MC-316
HUMAN RESOURCE DEVELOPMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the conceptual framework of HRD and the role, responsibilities and qualities of an HRD manager.
CO2: develop a framework of HRD in an organization based on the understanding of theoretical edifice of HRD system, HRD strategies and emerging trends in HRD for ensuring organizational effectiveness.
CO3: to apply the understanding of learning and knowledge management in developing human resources.
CO4: get the knowledge of role analysis, competency mapping, and employee socialization & orientation.

Course Contents

Human Resource Development: Concept, goals, scope, principles and functions; approaches to Human Resource Development; Human Resource Management and Human Resource Development; Qualities, role and responsibilities of HRD manager; Designing HRD System, organizational effectiveness; HRD strategies; Emerging trends and challenges in HRD.

Knowledge Management: meaning and forms of knowledge, meaning, importance, process and tools of knowledge management, barriers to knowledge management; Learning and HRD: meaning, principles, process and theories of learning, learning styles and strategies; Role analysis for HRD: concept of role and role analysis, benefits and techniques of role analysis; Competency Mapping: meaning, need and methodology; development of competency set.

Employee Socialization and Orientation: concept, categories and content of learning in socialization, socialization approaches; Assessing HRD needs; Designing Training and Development programme; Implementation of training and development programmes; Evaluation of training and development programmes.

Organisation health, Organisation climate.

REFERENCES

Deb, Tapomoy, *Human Resource Development – Theory and Practice*, Ane Books Pvt. Ltd., N. Delhi.
Haldar, U.K., *Human Resource Development*, Oxford University Press, N. Delhi.
Krishnaveni, R., *Human Resource Development – A Researcher's Perspective*, Excel Books, N. Delhi.
Werner J.M. and Desimone R.L., *Human Resource Development – Foundation, Framework and Application*, Cengage Learning, N. Delhi.
Dayal, Ishwar, *Successful Applications of HRD, New Concepts*, N. Delhi.

MC 317
MANAGEMENT OF INDUSTRIAL RELATIONS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: know the conceptual framework of industrial relations and its role in emerging business environment.
CO2: comprehend the functions, structure, legal framework, problems and future of trade unions.
CO3: understand how to handle industrial conflicts and carry out collective bargaining.
CO4: get the knowledge of planning and implementation of workers' participation in management and employee empowerment.

Course Contents

Industrial Relations Perspectives: Concept, Scope & Objectives, Industrial Relations & Emerging Socio economic Scenario, Industrial Relations & the State Industrial Relations in India, Emerging trends in Industrial Relations, Industrial Relations and technological change.

Trade Unions – Functions and Objectives; Development of trade Unions in India; Pattern of trade Unions in structure, Central trade Union organization; Registration and Recognition of trade Unions; Management of trade Unions; Problems of India trade Union Movement; White collar and Managerial trade Unions; Employers Association; Trade Union response toward liberalization and technological change. Employee response to industrial restricting and organization re-engineering. Future of Trade Unions.

Dynamics of Industrial Conflicts; Discipline and Grievance Management. Nature and types of collective Bargaining; Emerging trends in collective Bargaining, Productivity bargaining, negotiation and collective bargaining settlement, Settlement Machinery.

Col-ownership Management – Concept, Significance and Historical Development; Types of workers participation in Management, Practices; Level of Participation; Models in WPM; Co-ownership Forms of WPM. Issues in Labour Flexibility participation; Strategies and Planning for Implementing WPM effectively. Empowerment and Quality Management.

REFERENCES

Ramaswamy, E.; *Managing Human Resources*, New Delhi, Oxford University Press.
VenkataRatnam, C.S. and Sinha, Pravin, *Trade Unions Challenges at the Deginning of 21st Century*, IIRA-Excel Books, New Delhi.
Monappa, A., *Industrial Relations*, Tata McGraw Hill, New Delhi.
Dutta, S.K., *Guide to Disciplinary Action*, Tata McGraw Hill, New Delhi.
Venkataratnam, C.S., *Globalization &Labour Management Relations*, Response Books, New Delhi.

MC-318
CROSS-CULTURAL AND GLOBAL HUMAN RESOURCE MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: develop an understanding towards different cultures, subcultures and help them to appreciate the cultural diversity.
CO2: develop the capability for cross cultural communication and intercultural negotiations.
CO3: explain the concepts of motivation, leadership and team development in diverse cultures.
CO4: understand the human resource management in context of diverse cultures.

Course Contents

Human and cultural variables in global organizations. Culture-concept, characteristics & elements, Subcultures, Culture sensitivity, Culture Shock Hofstede's model of cultural dimensions, cultural differences and managerial implications.

Cross-Cultural communication, Intercultural negotiations, Motivation in cross-cultural context, Cross cultural leadership, Multicultural teams.

HRM in global context, Linking HR to international expansion strategies, Global recruitment & selection, Selection Criteria for international assignment, Expatriate training, Developing international staff and multinational teams.

Compensation & Performance appraisal, Expatriate performance Management in global perspective, Repatriation problems, Issues & Challenges in Global HRM.

REFERENCES

Holt, David H., *International Management – Text & Cases*, Dryden Press, Thomson Learning, Bombay.
Dowling, P.J.; Welch D.E., & Schuler, R.S., *International Human Resource Management*, New Delhi, Excel Books – Thomson Learning.
Larry E. Senn& John R. Childress, *The Secret of a Winning Culture (Building High Performance Teams)* Prentice Hall of India (Pvt.) Ltd., New Delhi.
Vijay, G., Anil, K. Gupta, Anil, R., *Mastering Global Business*, Addison Wesley Longman (Singapore) Pte. Ltd.
Pulkink, Garg & Indira J. Parikh, *Gross Roads of Culture*, Sage Publications, New Delhi.
Kai, S.K. Henery& Sinha, D., *Management and Cultural Values*, Sage Pub., New Delhi.
Sinha, B.P. Jai, *Patterns of Work Culture*, Sage Pub., New Delhi.
Cullen, *Multinational Management*, Thomson Learning, Bombay.

MC-319
COMPENSATION MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the role of compensation and analyse various factors influencing the compensation decisions.
CO2: exhibit the understanding of different components of compensation package
CO3: develop the understanding of compensation for certain special groups.
CO4: display the knowledge of impact of various statutory provisions, regulatory institutions and trade unions on different components of reward system.

Course Contents

Role of Compensation in organization; Economic theories related to compensation; Strategic perspectives of Compensation; Compensation as motivational tool; Compensation policy.

Internal & External equities in compensation system; Determining the worth of jobs; Understanding Inter and Intra-industry compensation differentials, Designing pay structure and administering compensation package; Understanding different components of compensation package like fringe benefits, Incentives & retirement plans; Pay for performance plans.

Compensation of Special groups Corporate Directors, Chief Executives, Senior Managers; Components of executive compensation package, Compensation of professionals and knowledge workers, R&D Staff, Sales compensation plan, Expatriate pay.

Statutory provisions governing different components of reward systems; Working of different Institutions related to reward system like wage boards, pay commissions. Role of trade Unions in compensation management.

REFERENCES

Milkovich, George T and Newman J.M., *Compensation*, Irwin, USA.
Henderson, R.O., *Compensation Management*, Englewood Cliffs, Prentice Hall Inc.
Martocchio, J.J., *Strategic Compensation*, Englewood Cliffs, Prentice Hall Inc.
Armstrong, M. and Murlis H., *Reward Management*, Kogan Page, UK.
Cascio, *Costing Human Resource*, Thomson Learning, Bombay.

MC 401
IT AND E-COMMERCE

THEORY

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the concept of e-commerce, its difference and relationship with traditional commerce and the business models of e-commerce.
CO2: know the use of online resources for marketing, advertising, CRM.
CO3: learn the use of cloud computing, ERP, and cyber laws.
CO4: appreciate the security issues in e-commerce and measures to safeguard from them.

Course Contents

Introduction to E-commerce: Meaning of electronic commerce, business applications of e-commerce, comparison with traditional commerce; Business models in E-commerce – e-shops, e-procurement, e-auctions, value chain integrators, information brokerage, telecommunication, collaboration platforms, etc.; Electronic payment system; E-Banking – concept, operations. Online fund transfer – RTGC, ATM, etc., Online share market operations.

Online marketing, Web-based advertising – concept, advantages; Types of online advertisements; Search engine – as an advertising media, search engine optimisation – concept and techniques; Email marketing; Social Networking and marketing – promotion, opinion formulation, etc.; Viral Marketing, E-retailing-concept, advantages, limitations; CRM and Information Technology, Tools to conducting online research – secondary research, online focus groups, web based surveys, data mining from social networking sites; Cloud computing – Concept, uses in business; Enterprise Resource Planning; Security issues in e-commerce - Online frauds, Privacy issues; Cyber laws including Information Technology Act.

REFERENCES

Bajaj, Kamlesh K and Debjani Nag: *E-Commerce – The Cutting Edge of Business*, Tata McGraw Hill (P) Ltd., New Delhi.
Greenstein, *Electronic Commerce*, Tata McGraw Hill, New Delhi
Leon, Alexis: *Fundamental of Information Technology*, Vikas Publication House (P) Ltd., New Delhi
Mansfield, Ron: *The Compact Guide to Microsoft Office*, BPB Publication, Delhi.
Norton, Peter: *Introduction to Computer 4/E*, Tata McGraw Hill (P) Ltd., New Delhi
Saxena, Sanjay: *A First Course in Computer*, Vikas Publication House (P) Ltd., New Delhi.

MC 402
CORPORATE TAX PLANNING AND MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: differentiate between Tax Planning, Tax Evasion and Tax Avoidance.
CO2: apply Tax Planning with respect to form of business organization, nature and location.
CO3: compute tax liability of companies.
CO4: apply tax planning for various managerial decisions.

Course Contents

Concept of tax planning, avoidance, evasion & management. Requisites of successful tax planning. Tax planning with reference to setting up a new business, form of business organization, locational aspects & nature of business.

Computation of total income and tax liability of companies. Tax planning and financial management decisions regarding capital structure, dividend policy, inter- corporate dividends & bonus shares.

Special Tax Provisions: Tax provisions relating to free trade zones, special economic zones, infrastructure sector and backward areas, tax incentives for exporters.

Tax Planning and Managerial Decisions: Tax planning in respect of own or lease, sale of assets used for scientific research, make or buy and, shut down or continue decisions.

Tax issues and planning in respect of amalgamation of companies, mergers & acquisitions.

REFERENCES

Singhania, Vinod K. and Singhania, Monica: *Corporate Tax Planning and Business Tax Procedures*, Taxmann Publication, New Delhi
Ahuja G.K. and Gupta, Ravi: *Systematic Approach to Income Tax and Central Sales Tax*, Bharat Law House, New Delhi.
Income Tax Act, Income Tax Rules, and Annual Finance Act.
Lakhotia, R.N: *Corporate Tax Planning*, Vision Publications, Delhi.
Mehrotra, H. C.andGoyal, S.P., *Corporate Tax Planning and Management*,ShahityaBhawan, Agra.
Singhania, Vinod K.: *Direct Tax Planning and Management*, Taxmann Publication, Delhi.

MC 403
PROJECT PLANNING AND CONTROL

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: Generate project ideas & understand regulatory framework.
CO2: analyse the project from market, technical and financial point of view.
CO3: understand and apply the project appraisal parameters.
CO4: know project network techniques & problem of time and cost overrun & social cost benefit analysis of projects.

Course Contents

Identification of Investment Opportunities; Project ideas generation and screening, project analysis; Project feasibility study; Project planning, Government Regulatory framework.

Market and Demand Analysis: Sources of information- primary and secondary; Demand forecasting and market planning;

Technical Analysis: Materials and inputs; Production technology; Product mix; Plant location and layout; Selection of plant and equipment;

Financial Analysis: Cost of project and means of financing; Major cost components; Planning capital structure; Financing schemes of financial institutions.

Profitability and Financial Projections: Cost of production; Break-even analysis; Projected balance sheet, profit and loss account and cash flow statement.

Appraisal Criteria and Process: Methods of appraisal under certainty, uncertainty and risk; Investment appraisal in practice; Appraisal process of financial institutions;

Social Cost Benefit Analysis: Meaning and methodology; L&M and UNIDO approach; SCBA in India.

Project Review/control- Evaluation of project. PERT/CPM. Problem of time and cost overrun, Project implementation practices in India.

REFERENCES

Bryce, MC: *Industrial Development*, McGraw Hill (Int. Ed), New York.
Chandra, Prasanna: Projects*: Planning Analysis, Financing, Implementation, and Review* Tata McGraw Hill, New Delhi.
Patel, Bhavesh M, Project Management, VikasPublishing House Pvt. Ltd., New Delhi
Chaudhary, S.: *Project Management*, Tata McGraw Hill, New Delhi.
I.D.B.I: *Manual of Industrial Project Analysis in Developing Countries*.
O.E.C.D: (i) *Manual for Preparation of Industrial Feasibility Studies*. (ii) *Guide to Practical Project Appraisal.*
Pitale, R.L: *Project Appraisal Techniques*, Oxford and IBH.
Planning Commission: *Manual for Preparation of Feasibility Report*.
Timothy, D.R. and W.R Sewell: *Project Appraisal and Review*, Macmillan, India.

MC 404
INTERNATIONAL FINANCIAL REPORTING STANDARDS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the role of various accounting institutions involved in developing accounting standards at national and international level.
CO2: learn the framework for presentation of accounting information including first time adoption of IFRS.
CO3: develop the skill of preparing financial reports for assets, liabilities and revenue for various sectors.
CO4: understand the method of disclosing events after balance sheet date and preparing external reports.

Course Contents

International financial reporting standards: The structure of the International Accounting Standards Board (IASB); The standard setting process; The role of the International Financial Reporting Interpretations Committee; Progress towards international harmonization; The IASB "Framework for the Preparation and Presentation of Financial Statements"; first time adoption of international financial reporting standards.

International financial reporting standards: Asset recognition and measurement, liability recognition and measurement, recognition of economic activity, measurement of inflation, group accounting; Specialist organizations and industries: Banks and financial institutions, agriculture, insurance contracts.

Presentation and additional disclosures: Events after the balance sheet date; Earnings per share; Related party disclosures; Interim financial reporting; Effects of changes in foreign exchange rates; Operating segments. Preparation of external financial reports for single entities: Income statements and discontinued operations; Cash flow statements; Statement of changes in equity

Preparation of external financial reports for combined entities and joint ventures: Definitions of subsidiaries, investments in associates and joint ventures; Preparation of consolidated balance sheets and income statements; Equity accounting; Proportionate consolidation and joint ventures

REFERENCES

International Financial Reporting Standards (IFRSs) - published by Taxmann Publications P Ltd. A Guide through International Financial Reporting Standards July 2008- Published by IASB.

Ghosh, T.P., *Indian Accounting Standards and IFRS*

Robert Kirk, IFRS: *A Quick Reference Guide.* Taxmann Publications P Ltd.

Wiley IFRS: *Practical implementation guide and workbook* by Abbas AliMirza, Graham J. Holt and Magnus Orrell

Wiley IFRS 2008: *Interpretation and Application of International Accounting and Financial Reporting Standards 2008* by Eva K. Jermakowicz

The IFRS Manual of Accounting authored by the UK Accounting Consulting Services team of PricewaterhouseCoopers LLP and published by CCH.

International GAAP® 2009 by Ernst and Young, published by Wile.

MC-405
PORTFOLIO MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the overprice/underpriced securities through CAPM and associated models for optimum portfolio construction.
CO2: know various performance evaluation techniques
CO3: understand and analyse future and options and trading strategies for options.
CO4: develop understanding aboutoptions pricing models.

Course Contents

Capital Market Theory: CAPM, how CAPM is useful for understanding overpriced / underpriced securities, Arbitrage Pricing Theory, Markowitz Theory, Optimum portfolio construction.

Portfolio revision, Portfolio Performance Evaluation: Sharpe's Treynor& Jensen Models, Fama decomposition of portfolio performance: Stock options & futures, trading strategies for options, Binomial Option Pricing Model & Black Scholes Option Pricing Model.

REFERENCES

Clark, Fransis: *Investment- Analysis and Management*, TMH Publishers.
Fisher and Jordon: *Security Analysis and Portfolio Management*, PHI, New Delhi
Alexander, Sharpe, Bailley – *Fundamentals of Investment* – Pearson/PHI.
Barua, Verma and Raghunathan – *Portfolio Management*, TMH.
S. Kevin – *Portfolio Management*, Prentice Hall India.

MC 406
MULTINATIONAL FINANCIAL MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the conceptual framework of multinational financial markets and various financial instruments.
CO2: know the role and functions of multinational financial institutions
CO3: acquaint theories and practice of exchange rate determination and exchange rate management systems.
CO4: develop the understanding translation, transaction, and economic exposure and develop exchange risk management strategies.

Course Contents

International Financial Markets and Instruments: Features of international capital and money markets; Integration of markets; Role of financial intermediaries. International Capital and Money Market Instruments: GDRs, ADRs, IDRs, Euro bonds, Euro loans, Repos, CPs, Floating rate instruments, Loan syndication and Euro deposits. Multilateral financial institutions: IMF, IBRD and European monetary system.

Foreign Exchange Markets: Exchange rate theories; Determining exchange rates; Fixed and flexible exchange rate system; Exchange rate quotes; Spot rates, forward exchange rates, forward exchange contracts; Foreign exchange and currency futures; Exchange rate management in India; Foreign Exchange Management Act

Foreign Exchange Risk: Transaction exposure, translation exposure and economic exposure; Management of exposures – internal techniques, netting, marketing, leading and lagging, pricing policy, asset and liability management and techniques

REFERENCES

Apte, P.G: *International Financial Management*, Tata McGraw Hill, New Delhi,
Buckley, Adrian: *Multinational Finance*, Prentice Hall, New Delhi.
Eitman, D.K. and A.I Stenehill: *Multinational Business Cash Finance*, Addison Wesley, New York.
Henning, C.N., W Piggot and W .H Scott: *International Financial Management*, McGraw Hill, International Edition.
Levi, Maurice D: *International Finance*, McGraw- Hill, International Edition.
O'Connor DJ, Bueso AT: *International Dimensions of Financial Management*; Macmillan, New Delhi.
Pilbeam Keith: *International Finance;* MacMillan Press, Hong Kong.
Rodriqufe, R.M. and E.E Carter: *International Financial Management*, Prentice Hall, International Edition.
Shaprio, Alan.C: *Multinational Financial Management*, Prentice Hall, New Delhi.
Yadav, Surendras., P. K. Jain and Max Peyrard: *Foreign Exchange Markets*, Macmillan, New Delhi.
Zeneff, D. and J Zwick: *International Financial Management*, Prentice Hall, International Edition.

MC-407
STOCK MARKET OPERATIONS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After completing the course, the student will be able to:

CO1: understand security market and new financial instruments.
CO2: develop understanding of the working of BSE and NSE.
CO3: equip with the regulatory framework and role of depository
CO4: know derivative trading, methods of option valuation and raising funds from international markets.

Course Contents

Security Markets: Primary and secondary market; Primary market – its role and functions; Methods of selling securities in primary market; New financial instruments; SEBI guidelines for public issues; Stock exchanges; Listing of securities in stock exchanges; Trading mechanism – screen based trading; Internet based trading.

National Stock Exchange and Bombay Stock Exchange – role, organization and management; Listing procedure, Accounting records for buying/selling transactions; Nature of transactions – cash and forward; Settlement of trades. Share Price Indices: Need and importance; Compiling of index numbers and interpretation.

Depository: Role and need; The Depositories Act, 1996; SEBI (Depositories and Participants Regulation) 1996; SEBI (Custodian of Securities) Regulation 1996; National Securities Depository Ltd. (NSDL).

Derivative Trading: Future and options – concept, meaning and importance, Methods of trading; Valuation of options.

Raising funds from International Markets: FITs, Euro issues, ADR's, GDR's and FDI; SEBI guidelines.

REFERENCES

Dalton, John M.: *How the Stock Market Works;* Prentice Hall, New Delhi.
Gupta, L.C.: *Stock Exchanging Trading in India;* Society for Capital Market Research and Development, Delhi.
Machi Raju, H.R.: *Merchant Banking;* Wiley Eastern Ltd., New Delhi.
Machi Raju, H.R.: *Working of Stock Exchanges in India;* Wiley Eastern Ltd.; New Delhi.
Chandratre K.R. et al.: *Capital Issues, SEBI & Listing;* Bharat Publishing House, New Delhi.
Donald E. Fisher, Ronald J. Jordan: *Security Analysis and Portfolio Management;* Prentice Hall, New Delhi.
Raghunathan V.: *Stock Exchanges and Investments;* Tata McGraw Hill, New Delhi.
Websites:
www.bseindia.com.
www.nseindia.com.

MC-408
SALES MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: know the basics of sales management and understand the personal selling process..
CO2: explain the various decisions involved in sales planning, budgeting and organization.
CO3: understand and explain decisions concerning sales territory and sales quota management.
CO4: explain the various measures for control and evaluation of sales force performance.

Course Contents

Sales Management: Concept, Objectives and functions; Integrated sales and marketing management; Personal Selling: Concept and classification of sales jobs; Buyer seller dyads; Personal selling process; Theories of selling.

Sales Planning: Importance, approaches and process of sales planning; Sales forecasting; Sales budgeting.

Sales Organization: Purpose, principles and process of setting up a sales organization; Sales organizational structures; Field sales organization; Determining size of sales force.

Territory and Quota Management: Need, procedure for setting up sales territories; Time management; Routing; Sales Quotas: Purpose, types of quotas, administration of sales quota.

Managing the Sales-force: Recruitment; selection; training; compensation; motivating and leading the sales-force; Sales meetings and contests.

Control Process: Analysis of sales, costs and profitability; Management of sales expenses; Evaluating sales-force performance, Ethical issues in sales management.

REFERENCES

Anderson, Hair, Bush: *Professional Sales Management,* McGraw Hill, Singapore.
Dalrymple, D.J. and W.J. Cron: *Sales Management – Concepts and Cases,* John Wiley, New York.
Ford, Churchill, Walker: *Management of Sales Force,* McGraw Hill, Singapore.
Futrell, Charles M.: *Sales Management – Teamwork, Leadership and Technology,* Thomson Asia, Singapore.
Gupta, S.L.: *Sales and Distribution Management,* Excel Books.
Johnson, Kurtz, Schewing: *Sales Management,* McGraw Hill, Singapore.
Krik, C.A.: *Salesmanship,* Taraporewala, Bombay.
Lancaster, G. : *Selling and Sales Management,* Macmillan, New Delhi.
Stanton, W.J. and R. Sapiro: *Management of A Sales Force,* McGraw Hill, Singapore.
Still, Richard R., Edward W. Candiff and Norman, A.P. Govoni: *Sales Management,* Prentice Hall, New Delhi.

MC 409
SERVICES MARKETING

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the conceptual framework, buyer behaviour and marketing mix of services.
CO2: apply the knowledge of service quality and relationship marketing.
CO3: describe and demonstrate the understanding of service development & delivery, service recovery and physical environment of services.
CO4: describe and demonstrate the understanding of communication & promotion of services, pricing and distribution of services.

Course Contents

Services Marketing: Concept, characteristics, and classification; Buying process for services; Customer expectations of services; Customer perception of services; Marketing Mix in Services.

Service Quality: Concept, dimensions and models.

Relationship Marketing: Meaning and goals; Service market segmentation and targeting; Customer retention strategies.

Service Development: Steps in service development; Service blueprinting; Approaches to service delivery; Customers feedback and service recovery; Physical environment of services.

Communication and Promotion of Services: Main problems, objectives, Communication mix and strategies.

Pricing of Services: Characteristics, approaches and pricing strategies; Distribution of Services: Channels, key intermediaries, strategies for effective service delivery.

Managing Service Employees: Importance and roles of contact personnel; Managing service delivery employees.

Managing Customers and strategies for enhancing customer participation; Customer protection and ethics in services.

REFERENCES

Jauhari. Vinnie and Dutta, Kirti : *Services-Marketing, Operations and Management,* Oxford University Press, New Delhi.
Lovelock, C.H. *Services Marketing*, Pearsons, New Delhi
Payne, A: *The Essence of Services Marketing*, Prentice Hall, New Delhi.
Ravi Shankar: *Services Marketing – The Indian Perspective*, Excel Books, New Delhi.
Rao, K. Rama Mohana, *Services Marketing*, Pearson Education, Delhi.
Shankar, Ravi: *Services Marketing -The Indian Perspective*, Excel Books, New Delhi.
Zeithaml, V.A., Bitner, M.J.: *Services Marketing*, Tata McGraw Hill, New Delhi

MC - 410
SUPPLY CHAIN MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: be acquainted with the concepts of logistics and supply chain management in context of total cost concept and systems approach.
CO2: explain the concept of supply chain in context of value delivery system.
CO3: develop an understanding of the operational aspects of SCM, including transportation, warehousing, order processing.
CO4: elucidate the use of IT, inventory management systems, to improve the efficiency of supply chain management.

Course Contents

Supply chain management: concept and importance; SCM vs physical distribution approach; integrating inbound and outbound logistics. Customer Focus in Supply Chain, Supply Chain and customer satisfaction; SCM and profitability. Role of SCM in a firm, and economy. SCM and Marketing mix. Coordination function of SCM. SCM - Total cost concept; Systems Approach to SCM. Marketing channels- Functions, types and role. Integrating marketing channels with marketing mix; marketing channels and retailing strategy.

Supply chain as value delivery system, Vendor Relationships, Distribution Channel Design, Information Flow in Supply Chain, Inter-functional coordination, Inter-corporate cooperation. System Elements of SCM; Transportation- Considerations in selecting the right mode; Multimodal Transportation; Documentation; Warehousing- types, site selection and management; Material Handling, Customer Service-strategy and practices. Order processing.

Product and Process Design for SCM. SCM and Information Technology, IT Enabled Supply Chain Management, Inter-firm Integration: Implementation Issues, Application of ERP, JIT and Quality Management, Optimization of Supply Chain. Third party logistics – an overview. Supply Chain Management in the Indian Environment,.

REFERENCES

Bowersox D.J. &Closs D.J. 1996, *Logistics Management*, McGraw-Hill International Editors.

Chadwick and Shan Rajagopal, *Strategic Supply Chain Management*, Butterworth Heinemann.
Gattorna J.L. & Walters D.W. 1996, *Managing the Supply: A Strategy Perspective*, McMillan Business.
Glaskowsky NA, *Business Logistics*, Dryden Press, Ohio, U.S.
Heskett James, *Business Logistics, Physical Distribution and Materials Management*. Ronald Press.
Sahay B.S. 1999, *Supply Chain Management : For Global Competitiveness*, 1st Ed. McMillan India Pvt. Ltd., New Delhi.
Stern LW, El-AusaryAdell and Caughlan Al, *Marketing Channels*, Prentice Hall of India, New Delhi.

MC 411
CONSUMER BEHAVIOUR

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understandconsumer buying process to enable the marketers to take marketing decisions accordingly;
CO2: explorethe underlyingvariablesresultinginto differences inconsumer decisionmaking;
CO 3: know opinion leadership and its role in spreading the innovations among masses;
CO 4: understand models of buyer behavior.

Course Contents

Consumer Behaviour: Theory and applications; Consumer buying process; Extensive; limited and routine problem-solving behaviours.

Internal Determinants of Consumer Behaviour: Needs, motivation and involvement, Information processing; Consumer Perception; Learning: Attitude and attitude change; Personality; Psychographics; Values and life-style.

External Determinants of Buying Behaviour: Family, reference group and social class; Influence of culture; Sub-cultural aspects of consumer behavior.

Opinion Leadership and Diffusion of Innovations: Opinion leadership-process, measurement, profile; Innovation, diffusion and adaptation process, Models of buyer behavior.

REFERENCES

Assael, H.: *Consumer Behaviour and Marketing,* South Western Publishing Co., Ohio.
Bennett, P.D. and H.H. Kassarjion: *Commerce Behaviour,* Prentice Hall, New Delhi.
Block and Roering: *Essentials of Consumer Behaviour,* Dryden Press, Chicago.
Engel, James F., Roser, D. Blackwell and Pual W. Miniard: *Consumer Behaviour,* Dryden Press, Chicago.
Laudon, D.L.: *Consumer Behaviour,* Tata McGraw Hill, New Delhi.
Schiffman Leon G. and Lazar Kanuk: *Consumer Behaviour,* Prentice Hall, Delhi.
Wilkie, William L. : *Consumer Behaviour,* John Wiley & Sons, New York.
Howard, J.A., Sheth, J.N. : *The Theory of Buyer Behaviour,* John Wiley, New York.
Louden, Delta Bitta and Miniard: *Consumer Behaviour,* McGraw Hill, Inc., New York.

MC 412
RURAL MARKETING

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the rural environment to know potential and challenges in the rural market.
CO2: explore rural marketing strategies to tap rural market and also to remain competitive;
CO3: research the rural market to explore areas where companies can position itself in the market.
CO4: examinethe 4P's and 4A's in the rural marketing and use of IT in rural marketing.

Course Contents

Nature, characteristics, opportunities and challenges to rural market in India; Rural marketing environment; Rural marketing research;Rural consumer behavior; Segmenting rural markets;Rural marketing strategies; Rural market vs. urban market; New Product development for the rural market.

Rural marketing mix; Media planning for rural markets; Personal selling in rural market; Marketing of consumer durables and nondurables; Marketing of agricultural produce; E-commerce in rural markets.

REFERENCES

Annual Reports and Survey Reports: Ministry of Agriculture, Government of India.
Badi, R.V and Badi, N.V: *Rural Marketing*, Himalaya Publishing House, New Delhi.
Dogra Balram and GhumanKarminnder: *Rural Marketing*, Tata McGraw Hill New Delhi.
Gopalaswamy, T.P: *Rural Marketing*, Wheeler Publisher, New Delhi.
Gupta, S.L: *Rural Marketing*, Wisdom Publication, New Delhi.
Krishnamacharylu, C.S.G and RamakrishnanLalitha: *Rural Marketing*, Pearson Education, New Delhi.
Rajagopal: *Rural Marketing Management*, Discovery Publication House, New Delhi.
Singh, Sukhpal: *Rural Marketing Management*, Vikas Publishing House, New Delhi.

MC 413
INTERNATIONAL ECONOMICS

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: know the concepts of international trade and domestic politics.
CO2: understand the theories of international trade.
CO3: be acquainted with the gains, terms and barriers of international trade and the role of trade and development organizations..
CO4: understand the developments in foreign exchange markets.

Course Contents

International Trade: National specialization, growing intra-regional trade, production sharing, transnational integration, international inequality, domestic politics and international trade.

The Pure Theory of International Trade:Theories of absolute advantage, comparative advantage and opportunity costs, modern theory of international trade - Theorem of factor price equalization - Empirical testing of theory of absolute cost and comparative cost - Heckscher - Ohlin theory of trade.

Gains from Trade & their Distribution: Special gains to small countries - Terms of trade, their uses and limitations, concepts, measurement, Mill's doctrine - Trade and development - Trade as an engine of Economic growth, Trade barriers, tariff barriers, classification of tariffs, impact of tariff - Non-tariff barriers and their implications.

World's Trade & Development Organisations: GATT, WTO (TRIPS, TRIMS), UNCTAD, IMF, World Bank and Asian Development Bank-Their achievements and failures; WTO and World Bank from the point of view of India.

Foreign Exchange: Foreign exchange market- functions, international payment, transactions in the foreign exchange market, Determination of exchange rates, exchange control-objectives, methods; Exchange rate systems; Relative merits and demerits of fixed and flexible exchange rates in the context of growth and development in developing countries; Convertibility of rupee; Devaluation: approaches, devaluation of Indian rupee.

REFERENCES

Cherunilam, Francis (2001), *International Economics*, Tata McGraw-Hill Publishing Company Limited, New Delhi.
Salvatore, D. (1997), *International Economics*, Prentice Hall, Upper Saddle River, N.J., New York.
Soderston, Bo (1991), *International Economics*, The Macmillan Press Ltd., London.
Aggarwal, M.R. (1979), *Regional Economic Cooperation in South Asia*, S. Chand and Co., New Delhi.
Bhagwati, J. (Ed.) (1981), *International Trade, Selected Readings*, Cambridge, University Press, Massachusetts.

MC414
CORPORATE GOVERNANCE

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearning Outcomes

After studying this course, the student will be able to:

CO1: understand the concept and issues of corporate governance and position of India at global level;
CO2: explore the corporate disclosure practices in India to make the business transparent and ethical;
CO3: understand the composition and role of board of Directors in bringing good corporate governance practices;
CO4: evaluate the corporate governance practices in financial institutions and ways to make it more effective in financial sector.

Course Contents

Corporate governance: Concept, structure and process**;** Corporate governance: An Evolutionary Process**;** Improving the efficiency of corporate governance**;** Corporate governance in India: Issues for consideration.Corporate governance; Globalisation and its position in India.

Financial disclosure, Business Ethics and corporate governance**:** Corporate disclosure Practises; Transparency and Business Ethics in Corporate Sector; Role of Audit committee in corporate governance.

Board of Directors:Composition of Board of directors & their role; Corporate boards and good governance; Corporate governance in Indian Public enterprises; Corporatization of Agriculture.

Banks, Financial Institutions and Corporate governance: Corporate governance in banks; Corporate governance: Contemporary issues in banking industry. Corporate governance in mutual funds; Depository system: a step towards effective corporate governance.

REFERENCES

Robert A. G. Monks, Nell Minow, *Corporate Governance*, 4th Ed Blackwell.
S K Bhatia, *Business Ethics and Corporate Governance*, Deep & Deep Publication New Delhi.
Kenneth Kim, John R Nofsinger, Derek J MohrPrentice Hall; 3 edition (November 11, 2009).
John Colley, Jacqueline Doyle, Wallace Stettinius, George Logan, *Corporate Governance*.
P.P. Arya, B.B. Tandon, A. K. Vashit, *Corporate Governance*, Deep & Deep Publication Pvt Ltd, 2006.

MC415
INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the concept, trends and schools of thoughts of international management.
CO2: analyse the issues in comparative management, including the legal, political, cultural and ethical issues.
CO3: be familiar with the management styles across cultures.
CO4: learn the concepts of organizational behaviour in transnational contexts.

Course Contents

International Management: Nature, concept and trends; Schools of thought of international management; Comparative Management; importance and scope; Models of comparative management; Issues in comparative management: legal, political, ethical and cultural.

Management styles and practices in US, Japan, China, Korea, Europe and India; Organisational design in different countries;

Trans-national Organizational Behaviour and human resource management; motivation, perception, leadership, communication, job satisfaction, attitudes, performance appraisal etc; managing multinational business operation: finance, marketing, etc; negotiating across cultures.

REFERENCES

Hodgetts, *International Management*, Tata McGraw Hill, New Delhi.
Ketelhohn Werner, *International Business Strategy*, Butterworth Heinmann, London.
Koontz and Whelrich: *Management. The Global Perspective*, Tata McGraw Hill New Delhi.

MC-416
EVENT MANAGEMENT

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: understand the concept of events, their marketing and the infrastructure requirements for organizing the events.
CO2: know how revenue can be generated through the organization and management of the events.
CO3: appreciate the concepts of product, pricing and promotion of the events.
CO4: develop the capability for strategic market planning, opportunity and resource analysis and evaluation of the event management practices.

Course Contents

Introduction to Events: Events defined; A Comprehensive New Definition: Event Management, Event Marketing, 5 C's of Events, Event Designing, Reach: External reach from event networking, Actual event reach; Interaction: Interaction points, Direct interaction, Indirect interaction, Interaction catalysts or enablers; Relative importance of events as a marketing communication tool.

Event as a Marketing Tool; The diverse marketing needs addressed by events: Brand building, Focusing the target market, Implementation of marketing plan, Marketing research, Relationship building, Creating opportunities for better deals with different media, Events and the economy; Problems associated with traditional media; Advantages offered by events.

Event Infrastructure: Core concept, Core people, Core talent, Core structure; Target audience; Clients: Set objectives for the event, Is it the right event, Negotiating contracts with event organizers, Locating interaction points, Banners, Displays etc. at the Event, Preparing the Company's staff for the event, Post-event follow-up; Event organizers: Targeting clients, Selecting event categories to serve, Selecting and contracting with other key elements in chosen categories, Marketing intelligence and information systems; Venue: In-house venue, External venue; Media: Three stages of media campaign for events, Benefits that media can derive out of events, Negotiating with the media owner.

Concept of Market in Events: Revenue generating customers, Nonrevenue generating customers; Segmentation and targeting of the market events: Segmentation, Niche marketing in events, Targeting; Positioning in events and the concept of event property: Positioning, Branding in events-event property, Retaining event property; Repositioning of events.

Concept of Product in Events: Benefit levels; Event hierarchy, Categories and variations of events; Categories of events and their characteristics, Competitive events, Artistic expression, Cultural celebrations; Exhibition events; Charitable events; Special business events; Retail

events; Reach-interaction matrix; Event variations: Time frame based, Concept based, Artist based, Client industry based; Developments to watch.

Concept of Promotion in Events: Networking Components: Print media, Radio, Television, The Internet, Cable network, Outdoor media, Direct marketing, Sales promotions, Audience interaction, Public relations, Merchandising, In-venue publicity.

Event Management: Activities in Event Management – Pre-event activities, During-event activities, Post-event activities; Planning; Organising; Staffing; Leading and coordination; Controlling; Event Management Information System.

Strategic Market Planning: Setting objectives; Development of the strategies marketing plan; Environmental assessment; Competitive Assessment: Ambush marketing, Gaining competitive advantage; Business Potential Assessment: Market attractiveness, Business strengths; Problem analysis; Opportunity & Resource analysis.

Evaluation of Event Performance: The Basic Evaluation Process – Establishing tangible objectives and sensitivity in evaluation; Measuring Performance: Concept research, Formative evaluation, Objective evaluation, Summative evaluation; Correcting deviations; Critical Evaluation Points: Critical evaluation points from event organisers' point of view, Critical evaluation points from clients' point of view.

REFERENCES

Kulkarni, Neelambika, "An All-Party Medium", Brandwagon, *Financial Express,* August 11, 1995.

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Kotler, Philip, *Marketing Management: Analysis, Planning, Implementation and Control,* 9th ed., New Delhi, Prentice-Hall of India, 1997.

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Steward, Pearson, *Building Brands Directly, Creating Business Value from Customer Relationships,* McMillan Business, 1996.

Jerry, I. Reitman, *Beyond 2000: The Future of Direct Marketing,* NTC Business Books, 1995.

Berry, Isaac, *The Business Growth Handbook,* Marquis Books, USA, 1991.

Nazareth, Seema, "Where Event is a Verb and Money a Common Noun", *Economic Times,* 1996.

Ohmae, Kenichi, *The Mind of the Strategist,* Penguin Books, USA, 1982.

Alba, W. Joseph and Hasher, Lynn, "Is Memory Schematic?" *Psychological Bulleting,* 95, 2 March 1983.

MC-417
ORGANISATIONAL CHANGE AND INTERVENTION STRATEGIES

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearning Outcomes

After studying this course, the student will be able to:

CO1: understandthe nature and forces of change and managing the transition;
CO2: deal with individual and group while bringing change and overcoming resistance to change;
CO3: know the concept of organizational development and implementing OD interventions at individual and team level to introduce planned change;
CO4: explore issues and challenges for OD practitioners and evaluating OD practices in India.

Course Contents

Understanding change: Nature of change, Forces of change, Types of Change, Managing Change – Transformational planning; Creating support system, Managing the transition.

Strategic leverages to implementing change – Structure based changes, Customer and competitors focused strategies Change Management – Dealing with individual and group, Overcoming resistance to change.

Organisational Development – Nature & Characteristics; OD Assumptions, Steps in OD, OD Interventions – Interpersonal & Team interventions.

System interventions, Survey feedback, Issues and Challenges for OD practioners, Ethics of OD professionals, OD in India-Past trends and future challenges, Evaluation of OD.

REFERENCES

Harigopal K., *Management of Organisational Change*, Response Books, N. Delhi.
Weiss, *OrganisationalBehaviour and Change*, Vikas Publishing House, New Delhi.
Ramnarayan S.; Rao T.V.; and Singh, Kuldeep, *Organization Development – Intervention & Strategies*, New Delhi, Response Books.
French, W. & Bell C; *Organization Development*, New Delhi, Pearson Education, N. Delhi.
Prasad, Kesho, *Organisational Development for Excellence*, New Delhi, Macmillan Indian Ltd.
Carnall, Colin, *Managing Change in Organisations*, Prentice Hall Inc/Financial Times.
Burke, W.W.; *Organisational Development*, Englewood Cliffs, Prentice Hall Inc.
Singh, A.K., Gupta, R.K.; and Ahmod, Abad, *Designing and Developing Organisations for Tomorrow*, New Delhi, Response Books.
Cummings, *Organisational Development and Change*, Thomson Learning, Bombay.
Greenberg, *Behaviour in Organizations*, Prentice Hall of India, New Delhi.

MC-418
STRATEGIC MANAGEMENT`

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

Course Learning Outcomes

After studying this course, the student will be able to:

CO1: get the knowledge of strategic management process and develop analytical ability to make environmental and organizational appraisal.
CO2: understand various levels of strategy along-with generic strategy alternatives available.
CO3: learn the international strategic alternatives and strategic choice making process.
CO4: understand the various issues and decisions involved in strategy implementation along-with the process and techniques of strategic evaluation and control.

Course Contents

Concept of Strategy – defining strategy, characteristics and approaches to strategic decision-making; Strategic management process; Developing a strategic vision, mission and setting objectives; Environmental appraisal – concept and components of environment; Analyzing the external (general and industry) environment; Organizational appraisal; Dynamics of internal environment, methods and techniques of organizational appraisal.

Generic Strategy Alternatives – stability, expansion, retrenchment and combination strategies; variations strategy – Internal and external alternatives, related and unrelated alternatives, horizontal and vertical alternatives; International level strategic alternatives; Strategic choice-choice process, choice techniques, managerial factors.

Strategy implementation – the challenges of change and organizational learning; Strategy and structural decisions; Behavioural issues in implementation; Operational decisions in implementation; Strategic evaluation and control – need, process and techniques.

REFERENCES

Bhattacharya S.K. and Venkataramia N. : *Managing Business Enterprises: Strategies, Structure and Systems,* Vikas Publishing House, N. Delhi.
Ferrel Lucas and Luck: *Marketing Strategy,* Dryden Press.
Jauch and Glueck: *Business Policy and Strategic Management.* Tata McGraw Hill, N. Delhi.
Kazmi, Azhar: *Business Policy,* Tata McGraw Hill Publishing Co. Ltd., N. Delhi.
Miller, Alex: *Strategic Management,* Irwin McGraw Hill, Boston.
Thompson, Arthur A. : *Strategic Management,* Tata McGraw Hill, N. Delhi.

MC-419
CORPORATE LEVEL & CENTRE LEVEL STRATEGIES

Credits: 04
External Marks: 80
Internal Marks: 20
Total Marks: 100
Time : 3 Hours

Note: There will be eight (8) questions in all. The first question is compulsory and consists of six (6) short-questions having four (4) marks each. Answer to these questions should not exceed 150 words. The candidate will be required to attempt any four questions out of remaining seven (7) questions and each question carries fourteen (14) marks each. Duration of each paper will be three (3) hours.

CourseLearning Outcomes

After studying this course, the student will be able to:

CO1: understand interdependence of strategic formulation and implementation and developing and communicating concise policies to meet the eventuality;
CO2: develop different functional strategies pertaining to marketing, finance and personnel to remain competitive in business;
CO3: consider different organizational structure and liking structure to strategy for the better outcome;
CO4: evaluate of strategy by adopting different methods and reframing strategy at corporate level.

Course Contents

Introduction: Meaning and nature of strategy implementation, interdependence of strategic formulation and implementation; operationalizing the strategy-annual objectives, developing business and functional strategies; developing and communicating concise policies.

Detailed functional strategies: Developing key functional strategies in marketing in relation to product, price, promotion and place; key functional strategies in finance in relation to capital acquisition, capital allocation, dividend and working capital management, mergers and acquisitional policy; issues involved in R&D; functional strategies in personnel viz. employee recruitment; selection, career development and counseling.

Institutionalizing the system: Structural considerations simple and functional organizational structures, divisional organizational structure, strategic business units matrix organization; role of structure-linking structure to strategy; organizational leadership-role of CEO, organizational culture-the strategy-culture connections and its managing; establishing strategic controls, monitoring performance.

Strategic review and evaluation: Process and criteria of evaluation of strategy; the case method of study meaning and kinds of cases; preparation and role of the instructor; strategic management audit; strategy and corporate evolution in Indian context.

REFERENCES

Andrews, Kenneth R.: *Concept of Corporate Strategy.* Home Wood III: Irwin Barton. *Crisis in Organisation.* Bombay: Thomson Learning.

Ansoff, Igor H.: *Corporate Strategy: An Analytical Approach to Business Policy for Growth and Expansion.* New York: McGraw Hill.

Porter, Michael: *Competitive Strategy: Techniques for Analysing Industries & Competitors.* New York: Free Press.

Pearce II, John A. and Richard B. Robinson Ir.: *Strategic Management, Strategic Formulation and Implementation.* Bombay: Thomson Learning.

Wheelan, Thomas L. and J.D. Hunger, *Strategic Management and Business Policy.* New Delhi: Pearson Education.

KURUKSHETRA UNIVERSITY, KURUKSHETRA
B.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

Effective from Academic Session 2020-2021
Two Years Duration (4-Semesters)

KURUKSHETRA UNIVERSITY, KURUKSHETRA
B.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

PART-I: INTRODUCTION TO PROGRAM

Course	Course title		Credits	Internal assessment	External assessment	Total marks	Duration of Exam (hours)
SEMESTER-I							
BSE-101	Human Growth & Development		4	20	80	100	3 hours
BSE-102	Contemporary India and Education		4	20	80	100	3 hours
BSE-103	Introduction to Sensory Disabilities(VI, HI, Deaf-blind)		2	10	40	50	1.5 hours
BSE-104	Introduction to Neuro Developmental (LD, ID/ MR, ASD), Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)		4	20	80	100	3 hours
BSE-105	Identification of Children with visual impairment and assessment of needs		4	20	80	100	3 hours
BSE-106	Practical: Cross Disability and Inclusion		2	10	40	50	
SEMESTER-II							
BSE-201	Learning, Teaching and Assessment		4	20	80	100	3 hours
BSE-202& 203	Pedagogy of Teaching (V.I.) (any two courses from any two groups selecting one from one group)						
	Group-A	I. Pedagogy of teaching Science to students with visual impairment	4	20	80	100	3 hours
	Group-B	I. Pedagogy of teaching Mathematics to students with visual impairment II. Pedagogy of teaching Social Science to students with visual impairment	4	20	80	100	3 hours
	Group-C	I. Pedagogy of teaching Hindi to students with visual impairment II. Pedagogy of teaching English to students with visual impairment	4	20	80	100	3 hours
BSE-204	Inclusive Education		2	10	40	50	1.5 hours
BSE-	Curriculum, Designing, Adaptation and		4	20	80	100	3 hours

205	Strategies for teaching expanded curriculum					
BSE-206	Practical: Disability specialization (V.I.)	2	10	40	50	
BSE OE-I	[$]Open Elective: Introduction to Inclusive Education/ MOOC	2	10	40	50	2 Hours
[$]For students of other Departments. [$]While, students of B. Ed. Spl. Edu. Program will earn two credits by selecting one open elective course of two credits out of the open elective courses offered by different departments on the university campus or MOOC as adopted by Department of Education.However,there will be no addition of credits and marks in Open Elective course in the Grand Total of semester-II.						
SEMESTER-III						
BSE-301	Intervention and Teaching Strategies	4	20	80	100	3 hours
BSE-302	Technology and Education of Visually Impaired	4	20	80	100	3 hours
BSE-303	Psycho Social and Family Issues	2	10	40	50	1.5 hours
BSE-304	Practical: Disability Specialization (visual impairment)	4	20	80	100	
BSE-305	Field Work: Main disability special school (visual impairment)	4	20	80	100	
BSE-306	Reading and Reflecting on Texts (EPC)	2	10	40	50	1.5 hours
BSE-307	Performing and Visual Art (EPC)	2	10	40	50	1.5 hours
BSE OE-II	[$]Open Elective: Inclusive Education: Policies and Legislative Provisions/ MOOC	2	10	40	50	2 Hours
[$]For students of other Departments. [$]While, students of B. Ed. Spl. Edu. Program will earn two credits by selecting one open elective course of two credits out of the open elective courses offered by different departments on the university campus or MOOC as adopted by Department of Education.However,there will be no addition of credits and marks in Open Elective course in the Grand Total of the semester-III.						
SEMESTER-IV						
BSE-401	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Guidance and Counselling(HI) B. Early Childhood and Education (HI) C. Applied Behavioural Analysis(HI) D. Community based Rehabilitation(HI) E. Applications of ICT in Classroom (HI) F. Gender and Disability (HI) G. Braille and Assistive Devices (VI)	2	10	40	50	1.5 hours
BSE-402	Skill based Optional Course (Hearing Impairment) ANY ONE*	2	10	40	50	1.5 hours

	A. Orientation and Mobility (VI) B. Communication Options: Oralism (HI) C. Communication Options: Manual (Indian Sign Language) (HI)					
BSE-403	Basic Research & Statistics (EPC)	2	10	40	50	1.5 hours
BSE-404	Practical: Cross Disability andInclusion	4	20	80	100	
BSE-403	Field work: Other disability special school	4	20	80	100	
BSE-406	Field Work: Inclusive school	4	20	80	100	
GRAND TOTAL		**80**	**400**	**1600**	**2000**	

*Student-teachers will be specialized in the hearing impairment-other than visual impairment- as per the Area B (Cross Disability and Inclusion) of curriculum framework given by RCI on pg-8. In case of student-teachers with disability; the choice of two optional courses C-20 & C-21 will be on case to case basis (e.g. students-teachers with VI and HI may opt for courses that are appropriate for them across C-20 &C-21).

PART-II: ENGAGEMENT WITH FIELD AS PART OF COURSES

Sr. No.	Task for the student-teacher	Course	Description
SEMESTER-I			
1	Assignment / Project	**BSE-101**	Department of Education, KUK
2	Assignment / Project	**BSE-102**	Department of Education, KUK
3	Assessment & Identification of Needs	**BSE-105**(All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours
4	Assignment / Project / Presentation	**BSE-107**	Department of Education, KUK
SEMESTER-II			
5	Assignment / Project / Presentation	**BSE-204**	Department of Education, KUK
6	Assignment / Project / Presentation	**BSE-205**	Department of Education, KUK
7	Assignment / Project / Presentation	**BSE-202 &203**	Department of Education, KUK/ Special/ Inclusive School
SEMESTER-III			
8	Assignment / Project/Presentation	**BSE-305**	Department of Education, KUK
9	Assignment / Project/Presentation	**BSE-302**	Department of Education, KUK
10	Assignment / Project/Presentation	**BSE-303**	Department of Education, KUK
11	Assignment / Project/Presentation	**BSE-306**	Department of Education, KUK/ School
12	Assignment / Project/Presentation	**BSE-307**	Department of Education, KUK/ School
SEMESTER-IV			
13	Assignment / Project/Presentation	**BSE-401**	Department of Education, KUK
14	Assignment / Project/Presentation	**BSE-402**	Department of Education, KUK/ School
15	Assignment / Project/Presentation	**BSE-403**	Department of Education, KUK/ School

PART-III: PRACTICAL

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Semester	Sr. No	Task for the student teacher	Disability focus		Educational settings	Specific activities	Hrs. (60)	Marks
Semester-I	1	Classroom Observation	1	VI	Special School	Learners will observe students indifferent educationalsettings, curriculumtransaction, classroom interaction in curricular and co-curricular areasand submit a report	10	25 (20+5)
			2	Other than VI	Minimum three special school		10	
			3	Any Disability	Inclusive schools		10	
	2	Learning of Braille	VI and DEAF-blind		Department of Education, KUK	Introduction to Bharti/hindi or Regional Braille	30	25 (20+5)
Semester-II	1	Learning of Braille	VI		Department of Education, KUK	1.Bharati Hindi or Regional Braille	30	25
						2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	15	25
	2	Learning the use of Assistive Devices	VI		Department of Education, KUK	Taylor Frame: Basic Operation using arithmetic and algebraic types	15	
Semester-III	1	Reading and writing of standard English	VI		Department	1. Reading and writing English Braille text. Transcription from print to Braille and vice	60	50

		braille			versa(Grade II)		
					2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30	25
					3. Abacus and Geometric kit	30	25
Semester-IV	1	Classroom ObservationFor schoolsubjects atdifferentlevels	1. Other than VI	1. Special Schoolsotherthan VI	Observation For school subjects at different levels	15	25
			2. Any Disability	2. Inclusive Schools	ObservationFor school subjectsat different levels	15	
	2	Orientation andMobilityTraining	VI	Department of Education, KUK Campus andoutsidecampus	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction findingtechnique	60	50
	3	Teaching lessons on O&M and ADL	VI and VIMD	Special and inclusiveschool	Individualized Teaching lessonson orientation and mobility and activities of dailyliving	30	25

PART-IV: PEDAGOGY

(A) COURSE-17: DISABILITY SPECIALISATION

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school periods

(B) Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under C-16 and C-17 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Area	Disability Specialization
BSE_202 Pedagogy Subject 1	Semester- III (three days-15 Hrs)
BSE-203Pedagogy Subject 2	Semester- III (three days-15 Hrs)
BSE-305 School Attachment/ Internship	Semester- III (24 days-120 Hrs)

(C) Course-24 Other Disability Special School

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Other thanMajordisability	Special schools forother disabilities	Minimum 180 school periods

(D) Course-25 Inclusive School

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Any disability	Inclusive School	Minimum 180 school periods

(E) Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

*

Area	Disability Specialization	Other Disability	Inclusive Education
BSE-202 Pedagogy Subject-I	Semester- III (3 days-15 Hrs)	Semester- IV (2 days-12 Hrs)	Semester- IV (2 days-12 Hrs)
BSE-203 Pedagogy Subject-II	Semester- III (3 days-15 Hrs)	Semester- IV (2 days-12 Hrs)	Semester- IV (2 days-12 Hrs)
BSE-405& 406	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs	Semester- IV (24 days-120 Hrs

It may be noted:

1. Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, Other disability and in Special and Inclusive Settings.

2. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.

3. Practical in Other disability should be for other than disability specialisation.

4. Practical in Inclusive settings should be preferably with various disabilities.

Program Outcomes

After successful completion of the program:

PO1	Learners will be able to comprehend the acquire knowledge during the Program of study.
PO2	Learners will be able to reflect on the issues relating to the discipline – 'Education'.
PO3	Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.
PO4	Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
PO5	Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre- determined objectives/outcomes.
PO6	Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
PO7	Learners will be able to discuss and solve the problems relating to the discipline and life.
PO8	Learners will be able to state and follow the ethical issues relating to the discipline and society.
PO9	Learners will be able to apply different tools and techniques of communication and related skills.

Program Specific Outcomes

After successful completion of the program, the student teachers will be able to:

PSO1 Demonstrate conceptual understanding of human growth & development and contemporary Indian education.

PSO2 Demonstrate acquisition of knowledge and skills about nature and educational needs of children with disabilities in general and V.I. and H.I. in specific.

PSO3 Demonstrate knowledge and skills about pedagogy of different school subjects with respect to teaching students with V.I., which includes lesson planning, implementing teaching strategies using ICT in special and inclusive settings.

PSO4 Demonstrate the conceptual understanding of core curriculum, expanded core curriculum and universal design for learning and skills required for adopting and modifying the curriculum for students with visual and hearing impairment.

PSO5 Demonstrate core competencies such as communication skills required to articulate thoughts & ideas clearly, effectively and using oral & written communication skills to present information & explanation in well-structured and logical manner.

PSO6 Demonstrate professional competencies to select and use relevant teaching strategies to develop communication skills, critical & creative thinking and problem solving abilities.

PSO7 Demonstrate acquisition of knowledge and skills of action research for solving educational, behavioural & other problems of students with disabilities.

PSO8 Demonstrate professional competencies required for developing and using formative & summative assessment strategies to assess students' learning and adaptations required in evaluation procedure for students with visual impairment.

SEMESTER–I B. Ed. Spl. Ed. (V.I.)

Introduction to Course for Semester-I

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of exam
BSE-101	Human Growth & Development	4	20	80	100	3 hours
BSE-102	Contemporary India and Education	4	20	80	100	3 hours
BSE-103	Introduction to Sensory Disabilities(VI, HI, Deaf-blind)	2	10	40	50	1.5 hours
BSE-104	Introduction to Neuro Developmental (LD, ID/ MR, ASD), Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)	4	20	80	100	3 hours
BSE-105	Identification of Children with visual impairment and assessment of needs	4	20	80	100	3 hours
BSE-106	Practical: Cross Disability and Inclusion	2	10	40	50	
GRAND TOTAL		**20**	**100**	**400**	**500**	

COURSE-BSE-101 HUMAN GROWTH & DEVELOPMENT

Course: BSE-101

Credits: 04

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course exposes student-teachers to the study of child and human development in order togain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Course Outcomes (COs)

After studying this course the student- teachers will be able to

BSE-101.1 *explain the process of development with special focus on infancy, childhood, adolescence and adulthood.*

BSE-101.2 *identify the stages of human development and impact of nature and nurture on it.*

BSE-101.3 *analyze different theoretical approaches to development i.e. Cognitive, Social, Psychosocial, Psychoanalytic, Ecologicaland Holistic theory.*

BSE-101.4 *understand about the process of conception as human development.*

BSE-101.5 *analyze critically the various developmental variations among children.*

BSE-101.6 *describe major theories of cognitive development and their educational implications.*

BSE-101.7 *understand the aspects of early and late puberty.*

BSE-101.8 *comprehend adolescence as a period of transition and threshold of adulthood.*

BSE-101.9 *analyze different factors influencing career choices of adolescents and young adults.*

Unit 1: Approaches to Human Development

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts of growth, maturation and development and Principles of development

1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

1.4 Nature v/s Nurture

1.5Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language &communication, Social relationship)

Unit 2: Theoretical Approaches to Development

2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

2.2 Psychosocial Theory (Erikson)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)

2.6 Educational Implictions of the above theories for facilitating the development and individuality of children

Unit 3: The Early Years (Birth to Eight Years)

3.1 Prenatal development: Conception, stages and influences on prenatal development

3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

3.3. Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

Unit 4: Early Adolescence (From nine years to eighteen years)

4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition – meta-cognition, creativity, ethics

4.3 Issues related to puberty

4.4 Gender and development

4.5 Influence of the environment (social, cultural, political) on the growing child

4.6 Role of parents and teachers to deal with the problems of adolescents

Unit 5: Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

• Observe children in various settings and identify milestones achieved.

• Seminar on human development

• Writing Journal for reflection and case study

Suggested Readings

• Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.

• Brisbane, E. H. (2004). *The developing child*.Mc.Graw Hill, USA.

• Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield PublishingCompany, California.

• Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill PublishingCompany, New York.

• Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
• Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools,Schooling and Human Development.*New York: Routledge.
• Mittal. S. (2006).*Child development- Experimental Psychology*.Isha Books, Delhi.
• Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
• Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw HillPublishing Company, New York.
• Santrock. J. W. (2006). *Child Development*., Tata Mc.Graw Hill Publishing Company,New York.
• Santrock. J. W. (2007). *Adolescence*.,TataMc.Graw Hill Publishing Company, NewDelhi.

COURSE BSE-102 CONTEMPORARY INDIA AND EDUCATION

Course: BSE-102 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Course Outcomes (COs)

After completing this course the student-teachers will be able to

BSE-102.1 *explain the history, nature and process of Philosophy of education.*
BSE-102.2 *understand the educational contributions of the Indian and western thinkers.*
BSE-102.3 *understand the concept of diversity in Indian context.*
BSE-102.4 *explain the concept of diversity in context of global perspective.*
BSE-102.5 *develop an understanding of various contemporary issues and concerns of Indian Education.*
BSE-102.6 *analyze critically the concept of equality of educational opportunities& provisions enshrined in the constitution of India and its impact on education.*
BSE-102.7 *describe the significant recommendations of Commissions, International Conventions & Polities with reference to Special Education in Post-Independent India.*
BSE-102.8 *explain the major roles of IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009,IEDSS, 2009 in relation to the Development of Education in the field of Special Education.*
BSE-102.9 *develop an understanding of the trends, issues and challenges faced by the contemporary Indian Education in global context, and explain the issues of inclusive and special schools.*

Unit 1: Philosophical Foundations of Education

1.1 Education: Concept, definition and scope
1.2 Agencies of Education: School, family, community and media
1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, SankyaDarshan)

1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

2.1 Concept of Diversity

2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

3.1 Universalisation of School Education, Right to Education and Universal Access

3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning

3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions

(ii) Prevailing nature and forms of inequality, including dominant and minority groupsand related issues

3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacherschools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 &2012), RPWD Act 2016.

4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009, Samagra Shiksha Programme 2018

4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies; UNESCO's Global Education Monitoring Report (2020).

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

• Comparative study of different settings

• Conflicts and social movements in India: Women, Dalit, Tribal and Disabled

• Educational debates and movements

• First generation learners

• Children with disabilities

• RTE act in the context of disadvantaged
• Linguistic and religious diversity
• Human rights, minority rights
• Educational status of various groups
• Special and inclusive schools
• Analysis of contemporary debates

Essential Readings

• Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy.Macmillon: Delhi.

•National Education Commission. (1964-66). Ministry of Education, Government ofIndia, New Delhi

•National Policy on Education. (1986 & 92).Ministry of Human ResourceDevelopment Government of India, New Delhi.

• Right to Education Act. (2009). Ministry of Human Resource Development,Government of India, New Delhi.

Suggested Readings

•Aggarwal. J. C. (1992). Development and Planning of Modern Education: New DelhiVikas Publishing House Pvt. Ltd.

•Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi.Select chapters.

•Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, NewDelhi: NCERT.

• Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.

•Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, NewDelhi Doaba House.

• Biswas. A. (1992).Education in India, Arya Book Depot. New Delhi

• Biswas. A., &Aggarwal, J.C. (1992).Education in India, Arya Book Depot NewDelhi.

•Chakravarty, S. (1987). Development Planning: The Indian Experience, OxfordUniversity press: New Delhi.

•Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.

• Choudhary. K.C., &Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAEAssociation.

• Deaton A., &Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapilaand Uma Kapila (Ed.) in Indian Economy since Independence. Oxford UniversityPress: New Delhi.

• Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: NewDelhi.

• Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.

• Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.

• http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

• http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm

• http://www.mkgandhi.org/speeches/speechMain.htm

• Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.

• Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterlingpublishers Pvt. Ltd.

• Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on GoldenJubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

• Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.

• Sapra. C. L., &Aggarwal, A. (1987): Education in India some critical Issues. NewDelhi: National Book Organisation.

• Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi:Sage Publications.

• Sen, A., &Dreze, J. (1997). India: Economic Development and Social OpportunityOxford India: Delhi.

• Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.Government of India.

• Steven, B. (1998). School and Society, New Delhi: Sage Publications.

• Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.

• Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi UniversityPublications.

•Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects.Tracts of the Times. Orient Longman Publications: New Delhi.
•Weber. O.C. (1990).Basic Philosophies of Education, New York Holt, Rinehart andWinston.

COURSE- BSE-103 INTRODUCTION TO SENSORY DISABILITIES (VI, HI, Deaf-Blind)

Course: BSE-103 **Credits: 02**
Contact Hours: 30 **Marks: 50**
Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

Course Outcomes (COs)

After completing this course, the student-teachers will be able to

BSE-103.1 *explain the different types of sensory impairments, its prevalence and implications of various types of hearing loss.*

BSE-103.2 *explain the issues & ways to address challenges in educating students with hearing loss.*

BSE-103.3 *understand the use of various technologies in restoring hearing loss.*

BSE-103.4 *describe nature, characteristics & assessment of students with low vision &without vision(blindness).*

BSE-103.5 *understand about programmes for early identification and intervention of children with Visual Impairment.*

BSE-103.6 *suggest educational placement and curricular strategies for students with low vision & visual impairment.*

BSE-103.7 *understand about the concept and area of core curriculum and use of advanced assistive devices.*

BSE-103.8 *identify the causes and classify deaf-blindness.*

BSE-103.9 *explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification

1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)

1.2 Importance of hearing

1.3 Process of hearing & its impediment leading to different types of hearing loss

1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/deafness/ hearing impaired/ disability/ handicapped

1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

2.2 Language & communication issues attributable to hearing loss and need for earlyIntervention

2.3 Communication options, preferences & facilitators of individuals with hearing loss

2.4 Issues & measures in literacy development and scholastic achievement of studentswith hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearingdevices)

Unit 3: Visual Impairment-- Nature and Assessment

3.1. Process of Seeing and Common Eye Disorders in India

3.2. Blindness and Low Vision--Definition and Classification

3.2. Demographic Information--NSSO and Census 2011

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment

4.1. Effects of Blindness--Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles

4.4. Expanded Core Curriculum-- Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

5.2 Effects and implications of deaf-blindness on activities of daily living & education

5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

5.4 Fostering early communication development: Methods, assistive devices and practices including AAC

5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Course Work/ Practical/ Field Engagement

• Develop a checklist for screening of children for hearing impairment

• Develop a checklist for screening of children for low vision

• Develop a checklist for screening of children for blindness

• Develop a checklist for screening of children for deaf blindness

• Journal based on observations of teaching children with sensory disabilities

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

• Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York:Grune and Stratton.

• Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London:Rinehart & Winston.

• Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I:History and Theory of Teaching Children and Youths with Visual Impairments. (2nded): New York: AFB Press.

• Handbook on Deafblindness (2005). Sense International India. Retrieved online on24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftrainingmodule-for-resource-teachers-for-disablechildren%

2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY

• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for studentswith vision impairments. Sydney: North Rocks Press.

• Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; AmericanFoundation for the Blind; NewYork.

• Lynas, W. (2000). Communication options.In J. Stokes (Ed), Hearing ImpairedInfants – Support in the first eighteen months. London: Whurr Publishers Ltd.

• Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston:Pearson Education.

• Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston:Pearson Education.

• National Institute for the Visually Handicapped (2015). Information Booklet onVisual Impairment in India, Dehradun: Government of India.

• Nerbonne, M. A., &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation.Boston: Allyn and Bacon.

• Nerbonne, M. A., &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation.6th ed. Boston: Pearson Education.

• Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams &Wilkins

• Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: VanNostrand Reinhold Company.

• Sataloff, R. T., &Sataloff, J. (2005). Hearing Loss.(4th Ed.) London: Taylor &Francis.

• Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication:Assessment and Training. Baltimore: Williams and Wilkins.

• Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.

Suggested Readings

• Auditory-Verbal International (1991). Auditory-verbal position statement.*Auricle*4:11-12.

• Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds).Norwood, M.A.: Christopher-Gordon Publishers, Inc.

• Katz, J. (1985). *Handbook of Clinical Audiology*.(4th Ed.) Baltimore: Williams andWilkins.

• Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*.(2nd Eds.).U.K. Routledge.

• Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind totypical classrooms*.U.S: Paul H. Brookes.

• Pandey, R. S., &Advani, L. (1995). *Perspectives in Disability and Rehabilitation*.New Delhi: Vikas Publishing House Pvt. Ltd.

• *Proceedings from National Conference on Centenary for Work for the Blind in India*(1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi:R.K.Printers.

• Scholl, G.T. (1986). *Foundations of Education for Blind and Visually HandicappedChildren and Youth*. New York: American Foundation for the BLind.

• Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad:Neel Kamal Publications Pvt. Ltd.

• Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.

• Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE- BSE-104: INTRODUCTION TO NEURO DEVELOPMENTAL (LD, ID/MR, ASD), LOCOMOTOR AND MULTIPLE DISABILITIES (Deaf-Blind, CP, MD)

Course: BSE-104 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare pre-service teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.The course also aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Course Outcomes (COs)

After completing the course the student-teachers will be able to

BSE-104.1	*discuss the characteristics and types of learning disability.*
BSE-104.2	*describe the tools, areas of assessment and intervention strategies to enhance learning.*
BSE-104.3	*explain the characteristics and types of Intellectual disability.*
BSE-104.4	*describe the tools, areas of assessment and intervention strategies for independent living.*
BSE-104.5	*explain the characteristics and types of Autism Spectrum Disorder.*
BSE-104.6	*describe the tools, areas of assessment and intervention strategies in context of Autism Spectrum Disorder.*
BSE-104.7	*identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
BSE-104.8	*plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*

BSE-104.9 *plan an effective therapeutic and educational programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*

Unit 1: Learning Disability&Intellectual Disability: Nature, Needs, Assessment and Intervention

(a) Learning Disability

1.1 Definition, Types and Characteristics

1.2 Tools and Areas of Assessment

1.3 Strategies for reading, Writing and Maths

1.4 Curricular Adaptation, IEP, Further Education,

1.5 Transition Education, Life Long Education

(b) Intellectual Disability

1.6 Definition, Types and Characteristics

1.7 Tools and Areas of Assessment

1.8 Strategies for Functional Academics and Social Skills

1.9 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan,Life Skill Education

1.10 Vocational Training and Independent Living

Unit 2: Autism Spectrum Disorder: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment

2.3 Instructional Approaches

2.4 Teaching Methods

2.5 Vocational Training and Career Opportunities

Unit 3: Cerebral Palsy (CP)

3.1. CP: Nature, Types and Its Associated Conditions

3.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

3.3. Provision of Therapeutic Intervention and Referral of Children with CP

3.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

3.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 4: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

4.1. Definition, Meaning and Classification

4.2. Assessment of Functional Difficulties

4.3. Provision of Therapeutic Intervention and Referral

4.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

4.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 5: Multiple Disabilities and Other Disabling Conditions

5.1 Multiple Disabilities: Meaning and Classifications

5.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

5.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

5.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

5.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations andworkshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Course Work/ Practical/ Field Engagement

• Develop an Assessment Tool for a child with learning disability in the given area

• Prepare a transition plan from school to college for an LD Child

• Prepare a life skill curriculum

• Prepare a screening tool for children with Autism Spectrum Disorder

• Prepare teacher made test for functional assessment of a given child with ID/ Autism

• Plan an educational program on the basis of an assessment report of a child withID/Autism

• Undertake a case study after identifying a child **C**with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.

• Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

• Accardo, P.J., Magnusen, C., &Capute, A.J. (2000). Autism: Clinical and ResearchIssues. York Press, Baltimore,

• American Psychiatric Association.(2000). Diagnostic and Statistical Manual ofMental Disorders (4th ed. TR). Washington DC.

• Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.

• Browning, R. E. (2004). Teaching Students with Behaviour and Serve EmotionalProblems,

• Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide forCaregiving*.A Johns Hopkins Press Health Book.

•SarvaSikshaAbhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveeducation/training-modulefor-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file

•SarvaSikshaAbhiyan. Module on Multiple Disabilities.http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

Suggested Readings

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children withChallenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education,Allyn& Bacon.
• Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, NewDelhi - Discovery Pub.
• Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism:Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
• Smith, D.D. (2003). Introduction to Special Education Teaching in an Age ofopportunity, Allyn& Bacon.
• Strichart, S. S. (1993). Teaching Study Strategies to Students with LearningDisabilities, Allyn& Bacon, Boston.
• Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon,Boston.
• Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House,New York.
• Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press,San Diego, CA

COURSE-BSE-105: IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENTAND ASSESSMENT OF NEEDS

Course: BSE-105 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. Thecourse will enable the trainees to be able to identify children who are at risk for visualimpairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-105.1	*describe the structure of eye and common eye defects.*
BSE-105.2	*explain the various types ofVisual Impairment and related disorders.*
BSE-105.3	*understand the implications of different Eye disorders.*
BSE-105.4	*analyse the psychological implications of Children with Visual Impairment.*
BSE-105.5	*describe the role ofGrowth and Development on Visually Impaired Children.*
BSE-105.6	*understand the educational needs of Children with Visual Impairment.*
BSE-105.7	*develop skills to identify and assess Children with Visual Impairment.*
BSE-105.8	*describe various skills in using assistive technology and develop tests for Children with Visual Impairment.*
BSE-105.9	*describe the concept and etiology of VIMD, and develop the skills to assess children with visual impairment and multiple disabilities (VIMD).*

Unit 1: Anatomy and Physiology of Human Eye

1.1 Structure and Function of human eye
1.2 Normal vision development and process of seeing
1.3 Principles of refraction and refractive errors
1.4 Concept and definitions of blindness and low vision
1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

2.1 Loss of Visual acuity

2.2 Loss of Visual field

2.3 Colour vision defect and loss of contrast sensitivity

2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer,trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy ofprematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and
Macular degeneration

2.5 Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired

3.1 Psychosocial implications of visual impairment

3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family

3.3 Effect of visual impairment on growth and development: Physical, Motor, Language,Socio-emotional, and Cognitive development

3.4 Educational needs of the visually impaired and need for expanded core curriculum

3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

4.1 Interpretation of clinical assessment of vision

4.2 Functional assessment of vision: Concept, need and methods

4.3 Tools of functional assessment of vision and skills: Functional skills inventory for theblind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolioassessment

4.4 Tools for psychological assessment of the visually impaired: VithobaPaknikar
Performance Test, A short Scale IQ measure for the visually impaired based onWISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Conceptdevelopment for blind children, Reading Preference Test, Cornell Medical Index forVisually Handicapped Children

4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

5.1 Concept and definition of VIMD

5.2 Etiology of VIMD

5.3 Impact of VIMD on learning and development

5.4 Screening, identification, and assessment of Visually Impaired children withassociated disabilities

5.5 Multidisciplinary assessment of Visually Impaired children with Associated
Disabilities

Course Work/ Practical/ Field Engagement

• Present a seminar on implications of visual impairment on the personality of thevisually impaired

• Prepare material on early indicators of visual impairment and prevention of visualimpairment

• Carry out functional assessment of skills of a blind, a low vision, and a VIMD childand submit a report of their assessment

Essential Readings

• Barraga, N. C. (1980). Sequences of Visual Development.Austin: University of Texas.

• Bhan, S. &Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai:National association for the blind.

• Bhandari, R. & Narayan J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,including deafblindness. India: Voice and vision.

• Hyvarinen, L. & Jacob N. (2011).What and how does this child see: assessment ofvisual functioning for development and learning. Finland:Vistest Ltd.

• Mukhopadhyay, S., Mani, M.N.G., RoyChoudary&Jangira, N.K. (1988). SourceBook for Training Teachers of Visually Impaired. New Delhi: NCERT.

• Leat, S.J., Shute R.H., &Westall, C.A. (1999). Assessing children's vision: Ahandbook. Oxford: Butterworth-Heinemann.

• Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with LowVision. Coimbatore: International Human Resource Development Centre for theDisabled.

• Mani, M.N.G. (1992). Concept development of blind children.Coimbatore:SRKVidyalaya.

• Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visuallyhandicapped children and youth: Theory and Practice. New York: AFB Press.

• Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped.Dehradun: NIVH.

• Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the VisuallyHandicapped. Dehradun: NIVH.

• Singh, T.B. (1986).Standardisation of Cornell Medical Index on VisuallyHandicapped children.Dehradun: NIVH.

• Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performancemeasure for the assessment of Visually Handicapped Children in India.Dehradun:NIVH.

• Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFBPress.

Suggested Readings

• Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I:History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.

• Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.

• National Institute for the Visually Handicapped (1990). Handbook for Teachers of theBlind, Dehradun: NIVH.

• Punani, B., &Rawal, N. (1993). Handbook: Visual Impairment. New Delhi :AshishPublishing House

• Bright Hub Education (2012). Identifying Students with Visual Impairment.Retrieved from http://www.brighthubeducation.com/special-ed-visualimpairments/69240-early-signs-of-visual impairment-in-a-child/

• Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad: Neelkamal Publications Pvt. Ltd.

COURSE-BSE-106: CROSS DISABILITY AND INCLUSION (PRACTICAL)

Course: BSE-106 **Credits: 02**
Hours: 60 **Marks: 50**
(External-40+internal-10)

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-106.1 understand the different teaching strategies in classroom teaching with hand on experience of inclusive/ special school.

BSE-106.2 carry out in depth case study and prepare a report on the basis of observations made in different special and inclusive schools.

BSE-106.3 read & Write Bharti Hindi Braille

Sr. No	Task for the student teacher	Disability focus		Educational settings	Specific activities	Hrs. (60)	Marks
1	Classroom Observation	1	VI	Special School	Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10	25 (20+5)
		2	Other than VI	Minimum three special school		10	
		3	Any Disability	Inclusive schools		10	
2	Learning of Braille	VI and DEAF-blind		Department of Education, KUK	Introduction to Bharti/hindi or Regional Braille	30	25 (20+5)
GRAND TOTAL							50 (40+10)

SEMESTER–II B.Ed. Spl. Ed. (V.I.)

Introduction to course for semester-II

Course	Course title		Credits	Internal assess-ment	External assessme-nt	Total marks	Duration of exam
BSE-201	Learning, Teaching and Assessment		4	20	80	100	3hours
BSE-202& 203	Pedagogy of Teaching (V.I.) (any two courses from any two groups selecting one from one group)						
	Group-A	I. Pedagogy of teaching Science to students with visual impairment	4	20	80	100	3hours
	Group-B	I. Pedagogy of teaching Mathematics to students with visual impairment II. Pedagogy of teaching Social Science to students with visual impairment	4	20	80	100	3hours
	Group-C	I. Pedagogy of teaching Hindi to students with visual impairment II. Pedagogy of teaching English to students with visual impairment	4	20	80	100	3hours
BSE-204	Inclusive Education		2	10	40	50	1.5 hours
BSE-205	Curriculum, Designing, Adaptation and Strategies for teaching expanded curriculum		4	20	80	100	3hours
BSE-206	Practical: Disability specialization (visual impairment)		2	10	40	50	
BSE OE-I	Open Elective: Introduction to Inclusive Education		2	10	40	50*	2 Hours
GRAND TOTAL			**20**	**100**	**400**	**500**	

*** There will be no addition of credits and marks in Open Elective course in Grand Total of the semester-II.**

COURSE-BSE-201: LEARNING, TEACHING AND ASSESSMENT

Course: BSE-201 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous processis also focused. The course also needs to focus on the PWD as Learner and their special education needs that teacher needs to address in diverse education settings.

Course Outcomes (COs)

After completing this course the student-teachers will be able to

- *BSE-201.1. comprehend the theories of learning and intelligence and their implications forclassroom teaching and learning.*
- *BSE-201.2. understand the concept of creativity and its implication for classroom teaching and learning.*
- *BSE-201.3. analyse the learning process, nature and theory of motivation*
- *BSE-201.4. analyse the role of memory, thinking and problem solving in learning process.*
- *BSE-201.5. describe the stages of teaching and learning and the role of teacher.*
- *BSE-201.6. describe the Leadership Role of Teacher in Classroom, School and Community.*
- *BSE-201.7. situate self in the teaching learning process.*
- *BSE-201.8. explain the key concepts in school evaluation, and analyze the different perspectives of Assessment and Evaluation in the school system.*
- *BSE-201.9. analyze the scope and role of assessment in teaching learning process in order tointroduce dynamic assessment scheme for educational set up towards enhancedlearning.*

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching
3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of Learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Psychological and Physical
3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
4.3 Comparing and contrasting assessment, evaluation, measurement, test andexamination
4.4 Formative and summative evaluation, Curriculum Based Measurement
4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading,choice, alternate certifications, transparency, internal-external proportion,improvement option

Unit 5: Assessment: Strategies and Practices

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, groupdiscussion, open book test, surprise test, untimed test, team test, records of learninglandmark, cloze set/open set and other innovative measures) Meaning and procedure
5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
5.4 Assessment of diverse learners: Exemptions, concessions, adaptations andaccommodations;
5.5 School examinations: Critical review of current examination practices and theirassumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Engagement with the field as part of course as indicated below:

I. Report submission: observation of children belonging to any three stages ofdevelopment and describing applications of development in teaching-learningcontexts
II. Preparation of Self study report on individual differences among learners
III. Prepare a leaflet for parents on better emotional management of children
IV. Compilation of 5 CBM tools from web search in any one school subject
V. Team presentation of case study on assessment outcome used for pedagogic decisions
VI. Report on community participation in school assessment or study recent ASAR reportto understand school independent assessment

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings

• Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children.A Psychometric Approach, Jain Book Agency, New Delhi.
• Chauhan, S.S. (2013). Advanced Educational Psychology.Jain Book Agency, Delhi.
• King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education.Singular Publishing Group, San Diego, CA.

• Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
• Paul, P. (2009). Language and Deafness.Singular publication.
• Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special andInclusive Education. Houghton Mifflin Company, Boston.
• Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and EmotionalAssessment of Children and Adolescents, Routledge, New York.
•Woolfolk, A., Misra, G., &Jha, A.K.(2012). Fundamentals of EducationalPsychology, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

• Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.Available at American Psychological Association, USA.
• Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA:Corwin King.
• Howell, K. W., &Nolet, V. (2000). Curriculum-Based Evaluation: Teaching anddecisionmaking.Scarborough, Ontario, Canada, Wadsworth.
• McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction.Allyn and Bacon, London.
• Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
• Salvia, J., &Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

COURSE-BSE-202 & 203: PEDAGOGY OF TEACHING SCIENCE TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202 & 203: Group-A (I) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Course Outcomes (COs)

After completing the course the student-teachers will be able to

BSE-202&203AI.1. explain the role of science in day to day life and its relevance to modern society.

BSE-202&203AI.2. describe the role of Science for Sustainable Development.

BSE-202&203AI.3. describe the aims and objectives of teaching science at school level.

BSE-202&203AI.4. discuss and apply the concept of Pedagogical analysis in Unit planning and Lesson Planning.

BSE-202&203AI.5. demonstrate and apply skills to select and use different methods of teaching thecontent of sciences.

BSE-202&203AI.6. demonstrate competencies of planning for teaching sciences, organizing laboratoryfacilities and equipment designing pupil centred teaching learning experiences.

BSE-202&203AI.7. apply the concept of constructive approach in Teaching of Science.

BSE-202&203AI.8. discuss the meaning, concept and importance of Teaching-aids and Co curricular activities in teaching to Science to students with disabilities.

BSE-202&203AI.9. demonstrate skills to design and use various evaluation tools to measure learnerachievement in sciences.

Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science

1.2 Science as an Integrated Area of Study

1.3 Science and Modern Indian Society: Relationship of Science and Society

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms (Revised)

2.3 Micro Teaching Skills (Skill of Intoducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Vaiation, Skill of reinforcement)
2.4 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
2.5 Unit Planning – Format of A Unit Plan
2.6 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach
3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
3.3 Project Method and Heuristic Method
3.4 Creating Different Situations of Learning Engagement: Group Learning, IndividualLearning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/ContextualLearning with reference to Children with Disabilities
3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for TeachingScience

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification ofAids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, andModels (Tactile and Visual)
4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, ScienceText Books-Characteristics and Significance with reference to Children withDisabilities
4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping andSafety of Scientific Equipments with reference to Children with Disabilities
4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
4.5 Museum, Botanical and Zoological Garden: Role in Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need
5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
5.3 Tools and Techniques for Formative and Summative Assessments
5.4 Preparation of Diagnostic Test and Achievement Test
5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.
II. Preparation of a multimedia presentation on a topic from Science content keepingstudents with disabilities in view.
III. Developing an Action Research Plan on a problem related to teaching and learning ofSciences to students with disabilities to students with disabilities.
IV. Construction of a diagnostic test for unit along with a remedial plan.
V. Comparative analysis of prescribed syllabus and textbooks of different BoardsCurricular innovations in respective subject areas
VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

• Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.

• Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.**NewDelhi: Sage Publications.
• Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.
• Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.
• Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
• Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
• Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for studentswith vision impairments, Sydney: North Rocks Press.
• Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: SagePublications.
• Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
• Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: SterlingPublishers.
• Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., &Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
• Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
• NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
• NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
• Scholl, G.T. (1986). Foundations of education for blind and visually handicappedchildren and youth, New York: American Foundation for the blind.
• Sharma, R. C. (2005). Modern Science teaching, Delhi: DhanpatRai& Sons.
• Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
• Siddiqui, N.N., &Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
• Starin, A., &Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merril Publishing Company.
• Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
• UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
• Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & DeepPublishers.
•Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: NeelkamalPublications.

Suggested Readings

•Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). Visual disability: a resource book for teachers vol. 1. Dehradun, NIVH.
•Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). Visual disability: a resource book for teachers vol. 2. Dehradun, NIVH.
• Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas PublishingHouse Pvt. Ltd.
• Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: TheAssociated Press.
• Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
• Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.

COURSE-BSE-202 & 203: PEDAGOGY OF TEACHING MATHEMATICS TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202&203, Group-B (I) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & without disabilities.

Course Outcomes (COs)

After completing the course the student-teachers will be able to

BSE-202&203BI.1.	*explain the nature of Mathematics and its historical development with contribution of Mathematicians*
BSE-202&203BI.2.	*understand the perspectives on psychology of teaching and learning of mathematics*
BSE-202&203BI.3.	*define the aims and objectives of teaching Mathematics at school level.*
BSE-202&203BI.4.	*prepare lesson planning of teaching Mathematics at school level.*
BSE-202&203BI.5.	*demonstrate and apply skills to select and use different methods of teaching Mathematics.*
BSE-202&203BI.6.	*apply the skills of creating different situations of learning engagement strategies in mathematics classroom.*
BSE-202&203BI.7.	*utilize the teaching-learning resources in mathematics for students with disabilities.*
BSE-202&203BI.8.	*demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
BSE-202&203BI.9.	*understand the various assessment and evaluation methods in teaching of Mathematics, and demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.*

Unit 1: Nature of Mathematics

1.1 Meaning, Nature, Importance and Value of Mathematics

1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics

1.3 Historical Development of Notations and Number Systems

1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)

1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of ProximalDevelopment

Unit 2: Objectives and Instructional Planning in Mathematics

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms (Revised)

2.3 Micro Teaching Skills (Skill of Intoducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Vaiation, Skill of Reinforcement)

2.4 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry

2.5 Unit Planning – Format of A Unit Plan

2.6 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learningand Teaching of Concepts

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)

3.5 Creating Different Situations of Learning Engagement: Group Learning, IndividualLearning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing andMeasuring Instruments, Drawing Instruments, Models, Concrete Materials, SurveyingInstruments With Reference To Children With Disabilities

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aidsand Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

5.3 Tools and Techniques for Formative and Summative Assessments of LearnerAchievement in Mathematics, Comprehensive and Continuous Evaluation inMathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students with Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

II. Preparation of a multimedia presentation on a topic with special reference to studentswith disabilities

III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

IV. Analyzing errors committed by school children in Mathematics and preparing aremedial plan

V. Developing an Action Research proposal for a problem related to teaching andlearning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

• Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn andBacon.

• Chambers, P. (2010).*Teaching Mathematics*, Sage Publication, New Delhi.

• Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: PregamonPress.

• David, A.H., Maggie, M.K., &Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.

• David, W. (1988). *How Children Think and Learn*, New York: Blackwell PublishersLtd.

• Gupta, H. N., &Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of TeachingMathematics. NCERT, New Delhi.

• James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.

• Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.

• Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.

• Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: SterlingPublishers.

• Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., &Raychaudhary, N. (1987).*Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.

• Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*,Loviseville K: American Printing House.

• Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

• Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). Visual disability: a resource book for teachers vol. 1. Dehradun, NIVH.

• Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). Visual disability: a resource book for teachers vol. 2. Dehradun, NIVH.

• Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessmen*t, Canada:Sage Publications.

• *National Curriculum Framework.* (2005). NCERT, New Delhi: NCERT.

• *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.

• *Teaching of Mathematics (ES-342), Blocks 1-4.* (2000). IGNOU, New Delhi.

• *Text Books of Mathematics for Class-VI to X*. (2006). NCERT, New Delhi.

COURSE-BSE-202 &203: PEDAGOGY OF TEACHING SOCIAL SCIENCE TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202 &203, Group-B (II) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all out of which students will be required to attempt five questions.Question number one will be compulsory which will comprise of four short answer type notes of four marks each from entire syllabus. Remaining nine questions will be long answer type questions out of which students will be required to attempt four questions. All questions carry equal marks.

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Course Outcomes (COs)

After completing the course the student-teachers will be able to

BSE-202&203BII.1.	*explain the concept, nature and scope of social science.*
BSE-202&203BII.2.	*understand the responsibilities of social science teacher in society.*
BSE-202&203BII.3.	*develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
BSE-202&203BII.4.	*explain the various curricular approaches to the teaching of social sciences.*
BSE-202&203BII.5.	*determinethe different methodsfor teaching social science*
BSE-202&203BII.6.	*develop skills in preparation and use of support materials for effective social science teaching.*
BSE-202&203BII.7.	*assess the different tool andtechniques of evaluating learner achievement in social Science.*
BSE-202&203BII.8.	*develop the ability to organize co-curricular activities and community resources for promoting social science learning.*
BSE-202&203BII.9.	*develop an understanding of Social Science Teacher as a reflective practitioner.*

Unit I: Nature of Social Sciences

1.1 Concept, scope and nature of social science

1.2 Difference between social sciences and social studies

1.3 Aims and objectives of teaching social science at school level, Revised Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

1.4 Significance of social science as a core subject

1.5 Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level

2.2 Instructional Planning: Concept, need and importance

2.3 Micro Teaching Skills (Skill of Intoducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Vaiation, Skill of reinforcement)
2.4 Pedagogical Analysis: Meaning and Need. Procedure for Conducting Pedagogical Analysis
2.5 Unit plan and Lesson plan: need and importance, Procedure of Unit and Lesson Planning
2.6 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e)Integrated, f) Regressive
3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method,
3.2.1. Devices and techniques of teaching social studies – Narration, description,illustration, questioning, assignment, field trip, story-telling, Role play, Group andself study, programmed learning, inductive thinking, Concept mapping,expository teaching and problem solving
3.3 Accommodations required in approaches for teaching children with disabilities
3.4 Instructional material for teaching of social science: Time-lines & Genealogicalcharts, Maps & Globes, Use of different types of Boards (Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

4.1 Purpose of evaluation in social science
4.2 Techniques of evaluating learner achievement in social Science: Written and Oraltests, Observation Tools, Work Samples, Portfolio
4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
4.4 Construction of teacher made test
4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research
5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science
5.3 Case study- Need and Importance for a School Teacher
5.4 Development of a Professional Portfolio/ Teaching Journal
5.5 Competencies for teaching Social science to children with disabilities

Transaction

The student-teachers should be encouraged to read chapters and articles. There may bequizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teachthis course.

Course Work/ Practical/ Field Engagement

• Prepare a unit of social science content for a given child with disabilities
• Develop an Action Research Plan on a problem related to teaching and learning in Social Science
• Adapt teaching learning materials for a child with disabilities
• Develop questions and achievement tests in social science
• Organize activities like quiz, mock-parliament, field trips, exhibitions and any otherco-curricular activities in schools

Essential Readings

• Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: VikasPublishing House Pvt Ltd.
• Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges,Sage Publications Pvt. Ltd; Pap/Com edition.
• Chauhan, S. S. (2008). Innovations in teaching learning process. UP: VikasPublishing House Pvt Ltd.
• Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
• Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: AtlanticPublishers.
• Mangal, U. (2005). SamajikShikshan, Arya Book Depot, New Delhi.

Suggested Readings

• Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP:Vikas Publishing House Pvt Ltd.
• Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). Visual disability: a resource book for teachers vol. 1. Dehradun, NIVH.
• Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). Visual disability: a resource book for teachers vol. 2. Dehradun, NIVH.
• George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'SNew Textbook Initiative.*
• Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
• Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
• Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall BooksDepot.
• Sharma, R.N. (2008). Principles and techniques of education. Delhi: SurjeetPublications.
• Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APHPublishing Corporation.
•Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-WinningClassroom Teachers Do, Corwin, CA.

COURSE-BSE-202 &203:PEDAGOGY OF TEACHING HINDI TOSTUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202&203, Group-C(I)	**Credits: 04**
Contact Hours: 60	**Marks: 100**
Time of Examination: 3 Hours	**(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

पाठ्यक्रम के परिणाम

प्रस्तुत पाठ्यक्रम की समाप्ति पर विद्यार्थी

BSE-202&203 CI.1	व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होगें ।
BSE-202&203 CI.2	मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे ।
BSE-202&203 CI.3	इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।
BSE-202&203 CI.4	हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होगे ।
BSE-202&203 CI.5	हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेगें ।
BSE-202&203 CI.6	हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
BSE-202&203 CI.7	भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलता पूर्वक करेंगे।
BSE-202&203 CI.8	भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेगें ।
BSE-202&203 CI.9	चिन्तन दैनन्दिनी और पोंटफोलियो निर्माण की प्रविधि का उपयोग करेगे ।

इकाई 1

भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता और पाठ्यवस्तु संवर्धन

1.1 भाषा का प्रत्यय और उपयोगिता।

1.2 बोली, भाषा और मानक भाषा का प्रत्यय ।

1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।

1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।

1.5 विश्व भाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।

1.6 मूल-भूत भाषा कौशलों-श्रवण, वाचन, पठन और लेखन का परिचय।

1.7 पाठ्यवस्तु संवर्धन

1.7.1 हिन्दी साहित्य का सामान्य परिचय।

1.7.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ-कहानी, नाटक और महाकाव्य।

1.7.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ-उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण ।

1.7.4 हिन्दी व्याकरण मे ंउर्दू, अंग्रेज़ी और संस्कृत से समाविश्ट प्रत्यय।

1.7.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 2 -

भाषा अधिगम की प्रकृति और पाठ नियोजन

2.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।

2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण और उन का क्रियान्वयन।

2.5 हिन्दी शिक्षण में ब्लूम द्वारा शिक्षा के उद्देश्यों का वर्गीकरण ।

2.6 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

2.7 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।

2.8 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई 3 -

हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

3.1 सूक्ष्म शिक्षण कौशल का परिचय, उपयोग और उसके चरण ।

3.2 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।

3.3 गद्य शिक्षण की अर्थ बोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इन की समीक्षा।

3.4 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

3.5 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.6 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता ।

3.7 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 -

भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग और मूल्यांकन की प्रविधि

4.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।

4.3 दृश्य उपकरणों- श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।

4.4 श्रव्य उपकरणों-कॉम्पैक्टडिस्क व कैसेट्स् के प्रयोग की विधि और अभ्यास।

4.5 मुद्रित श्रव्य उपकरणों-अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।

4.6 वैद्युदण्विक उपकरणों-टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयागे की विधि और उपयोगिता।

4.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

4.8 भाषा अधिगम के मूल्यांकन की प्रविधि

4.8.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।

4.8.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

4.8.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटि मुक्त लेखन, आशुभाषण और काव्य पाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

4.8.4 कक्षा गत पाठ्य सहगामी गति विधियों-गीत, अभिनय, संवाद, क्रिया कलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

4.8.5 विद्यार्थियों के भाषा अधिगम का संचयी वृत्त बनाना।

इकाई 5 -

चिन्तनशील साधक के रूप में शिक्षक

5.1 अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।

5.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

5.3 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

5.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

5.5 पाठ्यक्रम, सहायक सामग्री और पाठ्य विधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य-

1. आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
2. हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
3. हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
4. चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रति कृतिका प्रस्तुतिकरण।

मूल्यांकन योजना-

मूल्यांकन बिन्दु कक्षा परीक्षा प्रायोगिक कार्य पोर्टफोलियो उपस्थिति सत्रान्त परीक्षा प्रदेय अकं 10 10 05 05 70

सन्दर्भ पुस्तकें-

1. **हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुति कान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.**
2. **हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोलबाग, नईदिल्ली, 2005.**
3. **हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005.**
4. **हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राज कमल प्रकाशन, नईदिल्ली, 2006**
5. **हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.**
6. **हिन्दी शिक्षण, सावित्री सिंह, इन्टर नेशनल पब्लिशिंग हाउस, मेरठ, 2004**

COURSE-BSE-202 &203: PEDAGOGY OF TEACHING ENGLISH TO STUDENTS WITH VISUAL IMPAIREMENT

Course: BSE-202 &203, Group-C (II) **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and povides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Course Outcomes (COs)

After completing the course the student-teachers will be able to

BSE-202&203CII.1.	*explain the Nature and Principles of language teaching.*
BSE-202&203CII.2.	*describe the current trends of English literature in Indian Context.*
BSE-202&203CII.3.	*understand the aims and objectives of teaching English at different stages of schooling.*
BSE-202&203CII.4.	*prepare an instructional plan in teaching English.*
BSE-202&203CII.5.	*differentiate between an approach and a method of teaching English.*
BSE-202&203CII.6.	*adapt various approaches and methods to teach English language.*
BSE-202&203CII.7.	*explain the importance of instructional material and their effective use*
BSE-202&203CII.8.	*use various techniques to evaluate the achievement of the learner in English.*
BSE-202&203CII.9.	*understand error analysis, diagnostic tests and enrichment measures*

Unit I: Nature of English Language & Literature

1.1 Principles of Language Teaching
1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
1.3 English Language in the school context: An Evolutionary Perspective
1.4 Current Trends in Modern English Literature in Indian context
1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

2.1 Aims and objectives of Teaching English at different stages of schooling, Revised Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.2 Instructional Planning: Need and Importance
2.3 Micro Teaching Skills (Skill of Intoducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Vaiation, Skill of reinforcement)
2.4 Pedagogical Analysis: Meaning and Need. Procedure for Conducting Pedagogical

Analysis
2.3 Unit and lesson plan: Need and Importance, Procedure of Unit and Lesson Planning
2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method
3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method
3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use
4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
4.3 Construction of a teacher made test for English proficiency
4.4 Teaching portfolio
4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - Concept and Need
5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
5.3 Adaptation of Evaluation Tools for Children with Disabilities
5.4 Individualized assessment for Children with Disabilities
5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/ Practical/ Field Engagement

• Design teaching programme based on error analysis
• Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
• Develop work sheet (interactive including language games)
• Prepare worksheets to enrich vocabulary among secondary students with disabilities
• Develop lesson plans for the teaching of prose and poetry
• Critically analyze any one poem or essay of a well known poet or writer

Essentital Readings

• Allen, H., &Cambell, R. (1972). Teaching English as second Language, McGraw Hill,New York.
• Bharthi, T., &Hariprasad, M. (2004). Communicative English, Neelkamal Publications,Hyderabad.
• Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language.KalyaniPublishers, New Delhi.
• Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
• IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English,IGNOU, New Delhi.

• IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern EnglishBlocks (1 to 7), IGNOU, New Delhi.

Suggested Readings

• Agnihotri, R.K., &Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar,Delhi.
• Bhatia, K.K., &Kaur, N. (2011). Teaching and Learning English as a Foreign Language.Ludhiana: Kalyani Publishers.
• Bindra, R. (2005). Teaching of English. Jammu: RadhaKrishanAnand and Co.
• Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to LanguageTeaching, Oxford University Press, Oxford.
• Bryne, D. (1988). Teaching Writing Skills, Longman, England.
• Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). Visual disability: a resource book for teachers vol. 1. Dehradun, NIVH.
• Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). Visual disability: a resource book for teachers vol. 2. Dehradun, NIVH.
• Krashen, D. (1992). Principles and Practice in Second Language Acquisition, PergamumPress Oxford.
• Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques,Macmillan Publication, New Delhi.
• Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
• Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
• Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, NeelkamalPublications, Hyderabad.
• Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication

COURSE-BSE-204: INCLUSIVE EDUCATION

Course: BSE-204 **Credits: 02**
Contact Hours: 30 **Marks: 50**
Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

Course Outcomes (COs)

After completing the course the student-teachers will be able to

- *BSE-204.1. apprise the concept of Inclusive Education, Mainstreaming and integrated Education.*
- *BSE-204.2. understand the Principles and Models of Inclusive Education.*
- *BSE-204.3. explain the barriers of Inclusive Education.*
- *BSE-204.4. explain the roles and responsibilities of stakeholders for inclusive education of CWSN.*
- *BSE-204.5. explain various issues regarding advocacy and leadership for Inclusive education.*
- *BSE-204.6. expound strategies for collaborative working and stakeholders' support in implementing inclusive education.*
- *BSE-204.7. describe various policies and legislative provisions with reference to children with special needs (CWSN).*
- *BSE-204.8. understand various declarations, proclamations and affirmations for special needs at national and international levels.*
- *BSE-204.9. comprehend various support and collaborations for inclusive education*

Unit 1: Introduction to Inclusive Education

1.1 Marginalisation vs. Inclusion: Meaning & Definitions
1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 National Commissions & Policies: Kothari Commission (1964), National EducationPolicy (1968), National Policy on Education (1986), Revised National Policy ofEducation (1992), National Curricular Framework (2005), National Policy ForPersons With Disabilities (2006)
2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), NationalTrust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013), RPWD Act (2016), Samagra Shiksha Programme (2018).

Unit 3: Adaptations Accommodations and Modifications

3.1 Meaning, Difference, Need & Steps
3.2 Specifics for Children with Sensory Disabilities
3.3 Specifics for Children with Neuro-Developmental Disabilities
3.4 Specifics for Children with Loco Motor & Multiple Disabilities
3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement& Assessment
4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
4.3 Differentiated Instructions: Content, Process & Product
4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

5.1 Stakeholders of Inclusive Education & Their Responsibilities
5.2 Advocacy & Leadership for Inclusion in Education
5.3 Family Support & Involvement for Inclusion
5.4 Community Involvement for Inclusion
5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
III. Design a Poster on Inclusive Education
IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings

• Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for EducationalLeaders*. New Jersey: Prentice Hall.
• Chaote, J. S. (1991). *Successful Mainstreaming.*Allyn and Bacon.
• Choate, J. S. (1997). *Successful Inclusive Teaching*.Allyn and Bacon.
• Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
• Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida:Harcourt Brace and Company.
• Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.

• Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction toExceptionality*. Belmont: Wadsworth.

• Gartner, A., &Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*,Baltimore: P. H. Brookes Publishers.
• Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*.Corwin press:Sage Publishers.
• Gore, M.C. (2004) .*Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Crowin Press, Sage Publications.
• Hegarthy, S. &Alur, M. (2002). *Education of Children with Special Needs: fromSegregation to Inclusion,* Corwin Press, Sage Publishers.
• Karant, P., &Rozario, J. ((2003*). Learning Disabilities in India.*Sage Publications.
• Karten, T. J. (2007). *More Inclusion Strategies that Work.* Corwin Press, SagePublications.
• King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*.California: Singular Publications.
• Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream*.4th Ed. New Jersey: Pearson.
• McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed.New Jersey, Pearson.
• Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
• Ryandak, D. L. &Alper, S. (1996). *Curriculum Content for Students with Moderateand Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.
• Sedlak, R. A., &Schloss, P. C. (1986). *Instructional Methods for Students withLearning and Behaviour Problems*.Allyn and Bacon.
• Stow L. &Selfe, L. (1989). *Understanding Children with Special Needs*. London:Unwin Hyman.
• Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*.2nd Ed. New Jersey: Prentice-Hall.Inc.
• Vlachou D. A. (1997).*Struggles for Inclusive Education: An Ethnographic Sstudy*.Philadelphia: Open University Press.
• Westwood, P. (2006). *Commonsense Methods for Children with Special EducationalNeeds -Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer:Taylor & Francis Group.

COURSE-BSE-205: CURRICULUM, DESIGNING, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course: BSE-205 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visualimpairment. Apart from that certain curricular adaptations and modifications are required tobe done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- *BSE-205.1. explain the concept, types and approaches of curriculum in special education.*
- *BSE-205.2. understand the responsibility of special teacher in educating the children with visual Impairment.*
- *BSE-205.3. demonstrate the techniques of teaching functional academic skills.*
- *BSE-205.4. explain importance and components of independent living skills.*
- *BSE-205.5. describe different techniques of teaching social interaction skills.*
- *BSE-205.6. explain curricular adaptations andneed & planning of reasonable accommodations.*
- *BSE-205.7. understand the pedagogical strategies and Teaching Learning Material for visually Impaired*
- *BSE-205.8. illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.*
- *BSE-205.9. learn about various agencies promoting Sports, Culture and Recreation activities for the Visually Impaired children*

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and Need for Curriculum

1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach

1.3 Types of Curriculum – need based, knowledge based, activity based, skill based andhidden curriculum

1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of theVisually Impaired

1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Learning media assessment

2.2 Braille reading readiness
2.3 Techniques of teaching Braille
2.4 Techniques of Teaching print to children with low vision
2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills

3.1 Independent living skills – Meaning, Importance, Components
3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills
3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision
3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Unit 4: Curricular Adaptation

4.1 Curricular adaptation – Need, Importance and Process
4.2 Reasonable accommodation – Need and Planning
4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing
4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching
4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, FlashCards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

5.1 Curricular activities – Meaning and Need for Adaptation.
5.2 Adaptation of Physical education activities and Yoga
5.3 Adaptation of Games and Sports – both Indoor and Outdoor
5.4 Creative Arts for the children with visual impairment
5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for theVisually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work/ Practical/ Field Engagement

• Prepare reading readiness material for pre-school children with visual impairment
• Preparation and presentation of a kit to develop sensory efficiency
• Select one chapter from a primary level text book of your choice and adapt it forlearners with visual impairment
• Adapt one diagram and one map from secondary classes into non-visual format

Essential Readings

• Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas.
• Aggarwal, J.C. (2005). Curriculum development.Shipra Publication. Delhi
• Arora, V. (2005). Yoga with visually challenged.:Radhakrishna Publication, NewDelhi
• Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
• Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
• Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, NorthCarolina.
• Dickman, I.R. (1985). Making life more liveable. AFB, New York.
• Dodds, A. (1988). Mobolity training for visually handicapped people.Croom Helm.London

• Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, NewYork.

• Kauffman, J.M., &Hallahan, D.P. (1981). Handbook of Special Education. PrenticeHall, New Delhi
• Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John DayCompany, New York.
• Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to SpecialEducation. PHI Learning Pvt.Ltd., New Delhi.
• Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling PublishersPvt. Ltd., New Delhi.
• Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
• Mason, H., & Stephen McCall, S.(2003) . Visual Impairment – Access to Educationfor Children and Young people. David Fulton Publishers, London.
• Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., &Jangira, N.K. (1988).Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
• Punani, B., &Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples'Association, Ahmedabad.
• Scholl, G. T. (1986). Foundations of the education for blind and visually handicappedchildren and youth: Theory and Practice. AFB Press, New York.
• Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot,Meerut.
• Vijayan, P., &Gnaumi, V. (2010). Education of children with low vision.Kanishka Publication, New Delhi.
• Welsh, R., &Blasch, B. (1980). Foundation Orientation &Mobility.AFB, New York.

Suggested Readings

• Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille.StanwickHouse, Pittsburgh.
• Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.)Foundations of the education for blind and visually handicapped children and youth:Theory and Practice. AFB Press, New York.
• National Curriculum Framework .(2005). Position paper National focus group in Education of Children with Special needs. NCERT,New Delhi.
• Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
• Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
• The expanded Core Curriculum. (2013). Retrieved from http: // www.afb.org
• Wright, L. (2013). The Skills of Blindness: What should students know and whenstudents know. Retrieved from http:// www.lofob.org

COURSE-BSE-206: DISABILITY SPECIALISATION (VISUAL IMPAIRMENT) (PRACTICAL)

Course: -BSE-206 **Credits: 02**

Hours: 60 **Marks: 50**

(External-40+Internal-10)

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-206.1. read, write and use of Bharti Hindi Braille &the basic Braille Mathematical signs

BSE-206.2. operate numbers on Taylor frame.

BSE-206.3. write Algebric expressions on Taylor frame.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs. (60)	Marks
1	Learning of Braille	VI	Department of Education, KUK	1. Bharati Hindi orRegional Braille	30	25
				2. Braille Mathematical sign for: Numericindicator, basicoperations, simplefraction and brackets	15	25
2	Learning the use of Assistive Devices	VI	Department of Education, KUK	Taylor Frame: BasicOperationusingarithmetic and algebraic types	15	
GRAND TOTAL						50

BSE OE-I
Open Elective Course B.Ed. (Spl. Edu.) V.I. IInd Sem.
Introduction to Inclusive Education

Credits: 02 **Maximum Marks: 50**
Examination Duration: 2:00 Hours **External Marks: 40**
Internal Marks: 10

Note: The candidates will be required to attempt three questions out of which question number one (short-answer type question) will be compulsory, carrying four marks each. The candidates will be required to attempt remaining two questions i.e. one from each unit, carrying sixteen marks each.

Introduction

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

Course Outcomes (COs)

After undergoing the course the students will be able to:-

- *OE-I.1 Apprise the concept of Inclusive Education, Mainstreaming and integrated Education*
- *OE-I.2 Understand the Principles and Models of Inclusive Education*
- *OE-I.3 Explain the barriers of Inclusive Education*
- *OE-I.4 Explain the roles and responsibilities of stakeholders for inclusive education of CWSN*
- *OE-I.5 Explain various issues regarding advocacy and leadership for Inclusive education*
- *OE-I.6 Expound strategies for collaborative working and stakeholders' support in implementing inclusive education*

Unit 1:

Introduction to Inclusive Education

- Marginalization vs. Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Principles, Intervention and Models of inclusive education
- Advantages and Barriers of inclusive education

Unit 2:

Supports and collaborations for Inclusive Education

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusive Education
- Family Support ad Involvement for Inclusion
- Community Involvement for inclusion
- Resource Mobilization for Inclusive Education

References

Ahuja, A & Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

Ashman, A & Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. & Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.

Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.
Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.

Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press

Gearheart, B.R., Ruiter, J.A., &Sileo, T.W. (1988). Teaching Mildly and Moderately Handicapped Students. New Delhi: Prentice Hall of India

GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi: MHRD

Hallahan D.P.,& Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon

Hewett, F.M., &Forness S.R, (1984). Education of Exceptional Learner. MA: Allyn & Bacon

Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY: Routeledge Falmer

Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH

MSJ &E(1995). Persons with Disabilities Act- 1995, New Delhi: Government of India http//socialjustice.nicin/policiesacts

Muricken, Jose S.J. &Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

Singh, J. P., & Dash , M. K. (2005). Disability Development in India, New Delhi: RCI

Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad:Neelkamal Publications Pvt. Ltd.

WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva: WHO

WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva: WHO

SEMESTER– III B. ED. Spl. Ed. (V.I)

Introduction to course for semester-III

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of Exam
BSE-301	Educational Intervention and Teaching Strategies	4	20	80	100	3 hours
BSE-302	Technology and Education of the visually impaired	4	20	80	100	3 hours
BSE-303	Psycho Social and Family Issues	2	10	40	50	1.5 hours
BSE-304	Practical: Disability Specialization	4	20	80	100	
BSE-305	Main disability special school (Related to VI)	4	20	80	100	
BSE-306	Reading and Reflecting on Texts (EPC)	2	10	40	50	1.5 hours
BSE-307	Performing and Visual Art (EPC)	2	10	40	50	1.5 hours
BSE OE -II	Open Elective: Inclusive Education: Policies and Legislative Provisions	2	10	40	50*	2 Hours
GRAND TOTAL		**22**	**110**	**440**	**550**	

*** There will be no addition of credits and marks in Open Elective course in Grand Total of the semester-III.**

COURSE-BSE-301: INTERVENTION AND TEACHING STRATEGIES

Course: BSE-301 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted. The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- *BSE-301.1* *differentiate between Methods, Approaches and Strategies.*
- *BSE-301.2* *explain various theoretical perspectives related to intervention & role of special educators in Intervention.*
- *BSE-301.3* *understand and apply the various teaching strategies in classroom for visually impaired children.*
- *BSE-301.4* *demonstrate techniques of teaching Mathematics to visually impaired children.*
- *BSE-301.5* *acquire necessary competencies for teaching Mathematics and assessment of the learners with special reference to children with visual impairment.*
- *BSE-301.6* *acquire necessary skills for teaching science and Social Science and assessment of the learners with special reference to children with visual impairment.*
- *BSE-301.7* *assess the learners with special reference to children with visual impairment in Mathematics, Science and social Science.*
- *BSE-301.8* *understand the various Techniques and skills for developing competencies related to Reading-Writing and Mobility for low vision children*
- *BSE-301.9* *understand and apply the skills of Classroom management for children with low vision.*

Unit 1: Theoretical Perspectives

1.1 Difference among Methods, Approaches and Strategies

1.2 Intervention – Concept, Scope and Importance

1.3 Intervention for lately blinded students – Role of Special teachers/educators

1.4 Mediated teaching-learning – Concept, Need and Procedure

1.5 Developing 21st Century Skills

1.6 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

2.1 Coping with Mathematics phobias

2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
2.3 Preparation and Use of tactile materials
2.4 Mental arithmetic abilities – Concept, Importance and Application
2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science

3.1 Providing first-hand experience in the class and the school environment
3.2 Inclusive/collaborative learning for laboratory work
3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
3.4 Problem solving and Learning by doing approach for Visually Impaired students
3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
4.2 Procuring, adapting and use of different types of models
4.3 Organizing field trips
4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

5.1 Visual Stimulation: Concept and Procedure
5.2 Selection of an appropriate medium of reading and writing
5.3 Techniques and procedures for developing reading and writing skills
5.4 Orientation and Mobility for low vision children
5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

• Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
• Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
• Functionally assess the vision of a low vision child and plan a teaching programme.

Essential readings:

• Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts.American Foundation for the Overseas Blind ,Kuala Lumpur.
• Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
• Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.
• Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/Elsevier, Edingurgh.
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• Lydon, W. T., & McGraw, M. L. (1973). Concept Development for VisuallyHandicapped Children. AFB, New York.
• Mangal. S. K. (2007). Educating exceptional children-an introduction to specialeducation. PHI learning Pvt. New Delhi.
• Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

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• Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education forChildren and Young people. London: David Fulton Publishers.
• Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988).Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
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• Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The HesperianFoundation, California.
• Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples'Association, Ahmedabad.
• Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
• Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. KanishkaPublication, New Delhi.

Suggested Readings:

• Agrawal, S. (2004). Teaching Mathematics to Blind Students through ProgrammedLearning Strategies. Abhijeet Publication, Delhi.
• Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and MotorImpairment. Cambridge University Press, New York.
• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.
• Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
• Pandey, V. P. (2004). Teaching of mathematics.Sumit Publiication, New Delhi.
• Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad:Neelkamal Publications Pvt. Ltd.
• Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

COURSE-BSE-302: TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course: BSE-302 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Technology in the form of adaptive and assistive devices plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material. The course also acquaints the student-teachers with various devices for making the teaching learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions. In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- *BSE-302.1* *relate the concept and nature of educational technology and ICT to the education of children with visual impairment.*
- *BSE-302.2* d*ifferentiate between Educational Technology and Technology in Education.*
- *BSE-302.3* *understandabout the various ICT and UN Conventions on the Rights of Persons with Disabilities.*
- *BSE-302.4* *acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.*
- *BSE-302.5* *understand and apply the concept of Universal/Inclusive Design in classroom.*
- *BSE-302.6* *get familiar with technologies for print-access for children with visual impairment.*
- *BSE-302.7* *describe and use different technologies for teaching low vision children as also various school subjects.*
- *BSE-302.8* *discuss and apply the skills to use the various adaptive strategies related to Mathematics, Science and Social science..*
- *BSE-302.9* *acquire knowledge about various adaptations to convert a regular class-room into e-classroom.*

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology-Concept, Importance, and Scope

1.2 Difference between Educational Technology and Technology in Education
1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment
1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired
1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

2.1 Concept and Purposes
2.2 Basic Considerations--Access, Affordability, and Availability
2.3 Addressing User's Perspectives in Developing Adaptive Technologies
2.4 Roles of IIT's and the Scientific Community;
2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software, Licencing of Software and Content, OER
3.2 Braille Notetakers and Stand-alone Reading Machines
3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
3.4 On-Line Libraries and Bookshare
3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types,Measuring Tapes, Scales, and Soft-wares for teaching Maths.
4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
4.4 Low vision devices: Optical, Non-Optical and Projective
4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

5.1 Social Media
5.2 Creation of Blogs
5.3 Tele-Conferencing
5.4 Distance Learning and ICT
5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

• Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
• Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
• Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above.
• Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them

• Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers

• Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

Essential Readings

• Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.

• Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts,Kuala Lumpur: American Foundation for the Overseas Blind.

• Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.

• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

• Mani. M.N.G. (1997).Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

• Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988).Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

• Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired(2009). New Delhi: Asian Blind Union

• Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

• Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Thorefore Slack Incorp, New Jersy.

• Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

• Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.

• Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

• Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.

• Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.

• Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments.Paul H Brooks, Baltimore.

• Taraporewala, S. & D'Sylva, C. (2014) (Eds.). Equip your world: a synoptic view of access technologies for the visually challenged. Dehradun, NIVH.

COURSE-BSE-303: PSYCHO SOCIAL AND FAMILY ISSUES

Course: BSE-303

Credits: 02

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-303.1	*describe the effect of birth of a child with visual impairment on the family.*
BSE-303.2	*learn about role of family, Siblings and extended family in early intervention and concept development of visually impaired child.*
BSE-303.3	*analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.*
BSE-303.4	*learn and apply skills in planning Education for a visually impaired child.*
BSE-303.5	*understand the role of parents and professionals in developing IEP, ITP, IFSP.*
BSE-303.6	*explain the role of parent community partnership in the rehabilitation of a person with visual impairment.*
BSE-303.7	*discuss about the various Legal provisions and concessions provided to children with visual impairment.*
BSE-303.8	*understand the concept of Rehabilitation of Children with Visual Impairment.*
BSE-303.9	*develop different skills to empower families in meeting the challenges of having a child with visual impairment.*

Unit 1: Family of a Child with Visual Impairment

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
1.3 Stereotypic attitudes related to visual impairment and attitude modification
1.4 Role of family in Early stimulation, Concept development and Early intervention
1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting
2.2 Gender and disability
2.3 Transition to adulthood: sexuality, marriage, and employment
2.4 Parent support groups
2.5 Government concessions and auxiliary services available

Unit 3: Parental Involvement in Educational Planning

3.1 IEP
3.2 ITP
3.3. IFSP
3.4 Attitude of professionals in involving parents in IEP, ITP, IFSP

Unit 4: Rehabilitation of Children with Visual Impairment

3.1 Concept of habilitation and rehabilitation
3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
3.3 Legal provisions, concessions and advocacy
3.4 Vocational rehabilitation: need and challenges
3.5 Issues and challenges in rural settings

Unit 5: Meeting the Challenges of Children with Visual Impairment

4.1 Enhancing pro-social behaviour
4.2 Stress and coping strategies
4.3 Recreation and leisure time management
4.4 Challenges of adventitious visual impairment
4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

• Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
• Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
• Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
• Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

• Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
• Hansen, J. C., Rossberg, R.H., & Cramer,S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA
• Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
• Lowenfeld, B. (1973).Visually Handicapped Child in School; New York: American Foundation for the Blind.
• Lowenfeld, B. (1975). The Changing Status of the Blind from Separation toIntegration.Springfield: Charles C. Thomas.
• Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.
• Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA: Hilton/ Perkins.
• Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision Publishing House.
• Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge.(2Ed).USA: Allyn & Bacon.

Suggested Readings

• Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
• Early Support for children, young people and families (2012). Information aboutVisual Impairment, Retrieved from http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf
• Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.
• Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

COURSE-BSE-304: DISABILITY SPECIALISATION (PRACTICAL)

Course: BSE-304 **Credits: 04**

Contact Hours: 120 **Marks: 100**

Note: There will be two examiners-one internal and other external-for the evaluation of students.

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-304.1 read and write standard English Braille

BSE-304.2 learn the use of different Mathematical Braille signs.

BSE-304.3 *operate numbers on Abacus.*

Sr.No	Tasks for the Student-teachers	Educational setting	Disability Focus	Specific Activity	Hrs	Marks
1.1	Reading and writing of standard English braille	Department of Education, KUK	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II)	60	50
				2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30	25
				3. Abacus and Geometric kit	30	25

COURSE-BSE-305: MAIN DISABILITY SPECIAL SCHOOL (Related to VI)
(FIELD WORK)

Course: BSE-305

Credits: 04

Contact Hours: 120 **Marks: 100**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-305.1 *prepare the Lesson plan for teaching students with Visual Impairment in special schools.*

BSE-305.2 *prepare TLM for teaching students with Visual Impairment in special schools*

BSE-305.3 *develop the skills of Classroom teaching in Special School for Visually Impaired Children*

Sr.No.	Tasks for the Student teachers	Disability Focus	Educational Set Up	No. of Lessons
1	Classroom Teaching	VI	Special schools for VI	Minimum 90 school periods

COURSE-BSE-306: READING AND REFLECTING ON TEXTS (EPC)

Course: BSE-306 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- *BSE-306.1 reflect upon current level of literacy skills of the self.*
- *BSE-306.2 learn and apply the skills in using Braille.*
- *BSE-306.3 show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *BSE-306.4 learn strategies to develop reading and Reading Comprehension skills in primary level students with disability.*
- *BSE-306.5 show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *BSE-306.6 prepare self to facilitate good reading writing in students across the ages.*
- *BSE-306.7 distinguish between the various elements of writing process (Content, Language and Surface Mechanics).*
- *BSE-306.8 find reading writing as learning and recreational tools rather than a course task.*
- *BSE-306.9 learn various aspects of practising independent writing*

Unit 1: Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concerns

1.2 Role of Literacy in Education, Career and Social Life

1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language/ English: Need and Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

2.1 Practicing Responses to Text: Personal, Creative and Critical

2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using the Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.3 Practicing Converting Written Information into Graphical Representation

5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

• Have a peer editing of independently written essays and discuss your reflections upon this experience

• Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience

• Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4

• Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

• Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation ofReaders: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.

• ASER report of 2015: Pratham Publication

• May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston

• McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.

• Tovani, C., & Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers

• Soundarapandian, M. (2000). Literacy campaign in India. Discovery PublishingHouse: New Delhi.

Suggested Readings

• Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn andBacon: Boston

• Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York

• McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy

• Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: SeveralKey Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*
• Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
• Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts*.Stenhouse Publishers
• Heller, R. (1998). Communicate clearly. DK Publishing: New York.
• Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners withHearing Impairment. *High Beam*
• May, F. B. (1998). Reading as communication. Merrill: New Jersy
• Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the PrimaryGrades.*Stenhouse Publishers, New York.
• Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative languageteaching in English.Nityanutan Prakashan, Pune.
• Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

COURSE-BSE-307: PERFORMING AND VISUAL ARTS (EPC)

Course: BSE-307

Credits: 02

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students. For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-307.1	*exhibit basic understanding in art appreciation, art expression and art education.*
BSE-307.2	*understand the various emerging expression of art.*
BSE-307.3	*discuss about the various activities of Dance, Music, Drama, Visual Arts, Media and Electronic Arts.*
BSE-307.4	*exhibit skills related to Dance, Music, Drama, Visual Arts, Media and Electronic Arts to enhance learning.*
BSE-307.5	*plan and implement facilitating strategies for students with and without special needs.*
BSE-307.6	*discuss the adaptive strategies of artistic expression.*
BSE-307.7	*discuss how art can enhance learning for children with and without special needs.*
BSE-307.8	*enlsit a range of art activities in media and electronic art forms*
BSE-307.9	*enhance learning through media and electronic art for children with and without special needs*

Unit 1: Introduction to art Education

1.1 Art and art education: Meaning, scope and difference
1.2 Artistic expression: Meaning and strategies to facilitate
1.3 Art therapy: Concept and application to students with and without disabilities
1.4 Linking Art Education with Multiple Intelligences
1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

2.1 Range of art activities related to dance and music
2.2 Experiencing, responding and appreciating dance and music
2.3 Exposure to selective basic skills required for dance and music

2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

3.1 Range of art activities in drama
3.2 Experiencing, responding and appreciating drama
3.3 Exposure to selective basic skills required for drama
3.4 Drama: Facilitating interest among students: planning and implementing activities
3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

4.1 Range of art activities in visual arts
4.2 Experiencing, responding and appreciating visual art
4.3 Exposure to selective basic skills in visual art
4.4 Art education: Facilitating interest among students: planning and implementing activities
4.5Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms
5.2 Experiencing, responding and appreciating media and electronic arts
5.3 Exposure to selective basic skills in media and electronic arts
5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

• 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
• Portfolio submission of the basic skills exposed in any one of the art forms of choice
• Write a self reflective essay on how this course on art will make you a better teacher
• Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
• Observe an art period in a special school and briefly write your reflections on it

Essential Readings

• Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
• Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
• Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
• Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

• Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
• Beyer, E. London. (2000). The arts, popular culture and social change
• Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
• Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, *33*(8), 8–11
• Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London

• Heller, R. (1999). Effective Leadership. DK Publishing: New York.
• Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
• Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142 154). Reston, VA: National Art Education Association.

BSE OE-II

Open Elective Course B.Ed. (Spl. Edu.) V.I. IIIrd Sem.

Inclusive Education: Policies and Legislative Provisions

Credits: 02 **Maximum Marks: 50**
Examination Duration: 2:00 Hours **External Marks: 40**
Internal Marks: 10

Note: The candidate will be required to attempt three questions out of which question number one (short-answer type question) will be compulsory, carry four marks each. The candidate will be required to attempt remaining two question i.e. one from each unite, carry sixteen marks each

Introduction

The course is designed to develop an understanding about inclusive education polices and legislative provisions at national and International Level. It is also formulated in a way that the learners will know various national and international declarations, proclamations and affirmations with reference to children with special needs.

Course Outcomes (COs)

After undergoing/completion of the course the students will be able to:-

OE-II.1 *describe various policies and legislative provisions with reference to children with special needs (CWSN)*

OE-II.2 *understandvarious national declarations, proclamations and affirmations for special needs*

OE-II.3 *describe the provisions of PWD Act-1995, National Trust 1999 and RPwDs act. 2016*

OE-II.4 *explain recent declarations, proclamations and affirmations at International Level*

OE-II.5 *describe critically UNESCAP (1992), UNESCO Salamanca Statement (1994) and UNCRPD (2007)*

OE-II.6 *explain Dakar Framework for Action (The world Education Forum) (2000) and Biwako Millennium Framework for Action towards inclusion, barrier free, rights-based society*

Unit 1:

- **Policies and legislative provisionswith reference to children with special needs (CWSN)-(at National level)**
  - Rehabilitation Council of India Act (1992)
  - Persons with Disabilities Act (1995)
  - National Trust for the Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (2000)
  - National Policy for Persons with Disabilities – 2006
  - The Rights of Persons with Disabilities Act, 2016

Unit 2:

- **Recent Declarations, Proclamations and Affirmations – (at International Level)**
  - UNESCAP (1992)
  - UNESCO Salamanca Statement (1994)
  - Dakar Framework for Action (The world Education Forum) (2000)
  - Individual with Disabilities Education Improvement Act; USA (2004)

- Biwako Millennium Framework for Action towards inclusion, barrier free, rights-based society
- UNCRPD

References

Ahuja, A &Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

Ashman, A &Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. &Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.

Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Byrne, M. &Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.

Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press

Giuliani, G. &Pierangelo , R. (2006). The Big Book of Special Education resources, CA: Corwin Press

Hallahan D.P.,& Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon

Hewett, F.M., &Forness S.R, (1984). Education of Exceptional Learner. MA: Allyn & Bacon

Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI

Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY:Routeledge Falmer

Muricken, Jose S.J. &Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

Oslon, J.L.,& Platt, J.M. (1996). Teaching the Adolescence with Special Needs, NJ: Prentice Hall

Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva: WHOWHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva: WHO

SEMESTER–IV B.Ed. Spl. Ed. (V.I.)

Introduction to course for semester-IV

Course	Course title	Credits	Internal assess -ment	External assessment	Total marks	Duration of Exam
BSE-401	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Guidance and Counselling(HI) B. Early Childhood and Education (HI) C. Applied Behavioural Analysis(HI) D. Community based Rehabilitation(HI) E. Applications of ICT in Classroom (HI) F. Gender and Disability (HI) G. Braille and Assistive Devices (VI)	2	10	40	50	1.5 hours
BSE-402	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Orientation and Mobility (VI) B. Communication Options: Oralism (HI) C. Communication Options: Manual (Indian Sign Language) (HI)	2	10	40	50	1.5 hours
BSE-403	Basic Research & Statistic(EPC)	2	10	40	50	1.5 hours
BSE-404	Practical: Cross Disability andInclusion	4	20	80	100	
BSE-405	Other disability special school	4	20	80	100	
BSE-406	Inclusive school	4	20	80	100	
GRAND TOTAL		**18**	**90**	**360**	**450**	

*Student-teachers will be specialized in the hearing impairment-other than visual impairment- as per the Area B (Cross Disability and Inclusion) of curriculum framework given by RCI on pg-8. In case of student-teachers with disability; the choice of two optional courses C-20 & C-21 will be on case to case basis (e.g. students-teachers with VI and HI may opt for courses that are appropriate for them across C-20 &C-21).

COURSE-BSE-401(A): GUIDANCE & COUNSELLING (HEARING IMPAIRMENT)

Course: BSE-401(A) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

After completing this course the student-teachers will be able to

BSE-401A.1	*explain the concept, aims and importance of Guidance.*
BSE-401A.2	*describe the Role of Teacher in Guiding Students with Special Needs*
BSE-401A.3	*explain the concept, aims and importance of Counselling.*
BSE-401A.4	*enhance their role as a teacher in guiding and counselling of students with special needs.*
BSE-401A.5	*describe the concepts of self Image and Self Esteem and role of Teacher in developing self-esteem in children with Special Needs.*
BSE-401A.6	*appraise the Guidance and Counselling in Inclusive Education.*
BSE-401A.7	*infer the challenges in Group Counselling.*
BSE-401A.8	*describe the process of development of self-image and self-esteem.*
BSE-401A.9	*summerize the types and issues of counselling and guidance in inclusive settings.*

Unit 1: Introduction to Guidance

1.1 Guidance: Definition and Aims

1.2 Principles of Guidance

1.3 Need and Importance of Guidance

1.3Areas of Guidance

1.4 Role of Teacher in Guiding Students with Special Needs

Unit 2: Introduction to Counselling

2.1Counselling: Definition and Aims and Principles

2.2 Areas of Counselling

2.3 Core Conditions in Counselling, approaches of Counselling (Directive, Non-Directive, Eclectic)

2.4 Skills and Competencies of a Counsellor

2.5 Role of Teacher in Counselling Students with Special Needs

Unit 3: Enhancing Self Image and Self Esteem

3.1 Concept of Self as Human

3.2 Understanding of Feelings and Changes

3.3 Growth to Autonomy

3.4 Personality Development

3.5 Role of Teacher in Developing Self-Esteem in Children

Unit 4: Guidance in Inclusive Education

4.1 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

4.2 Group Guidance: Group Leadership Styles and Group Processes

4.3 Challenges in Group Guidance

Unit 5: Counselling in Inclusive Education

5.1 Current Status of counselling with reference to Indian School

5.2 Types of Counselling: Child-Centred, Supportive, Family, Individual and Group

Practicum/ Field engagement

I. Counselling and report writing on a selected case

II. Simulation of a parent counselling session

III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the studentteachersthe ability to become a "People-helper". They should be able to appreciate the roleof a guide and counsellor in the school setting.

Essential Readings

• Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel andActivities. Soujanya Books, New Delhi.

• Shah, A. (2008). Basics in gGuidance and Counselling. Global Vision PublishingHouse.

• Sharma, V.K. (2005). Education and Training of Educational and VocationalGuidance. Soujanya Books, New Delhi.

Suggested Readings

• Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex PrintingCompany, Phillipines.

• Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. SoujanyaBooks, New Delhi.

COURSE-BSE-401(B): EARLY CHILDHOOD AND EDUCATION (HEARING IMPAIRMENT)

Course: BSE-401(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

Course Outcomes (COs)

After undertaking the course the student-teachers will be able to

- *BSE-401B.1 describe the development in early childhood.*
- *BSE-401B.2 explain about the different types of learning periods in Early years.*
- *BSE-401B.3 integrate theories of development and learning in early childhood curricula*
- *BSE-401B.4 discuss the different aspects of education for special students.*
- *BSE-401B.5 explain the biological & sociological foundations of early childhood education.*
- *BSE-401B.6 describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *BSE-401B.7 enumerate the inclusive early education pedagogical practices.*
- *BSE-401B.8 learn the principles of inclusive ECE practices*
- *BSE-401B.9 infer the importance of transitions and its requirements*

Unit 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

Unit 2: Learning and Development in Early Years

2.1 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & CognitiveSkills

2.2 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

2.3 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit 3: Early Education of Children with Disabilities

3.1 Young Children at Risk & Child Tracking

3.2 Interdisciplinary Assessments & Intervention Plans

3.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

3.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific &Cultural Skills

3.5 Evidenced Based Practices for Early Intervention

Unit 4: Inclusive Early Childhood Educational (ECE) Practices-(I)

4.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

4.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment &
Equipments, Visual Support Materials, Parent Partnerships, Friendships &Engagements with Typical Children
4.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

Unit 5: Inclusive Early Childhood Educational (ECE) Practices-(II)
5.1 Collaborating with Parents, Family Education & Developing Individualised FamilyService Plan (IFSP)
5.2 School Readiness and Transitions
Practical/ Field Engagements
I. Developing a journal on developmental milestones & learning timelines of childrenfrom 0 to 8 years
II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs
Transactions
Visits, Observations & Workshops.
Essential Readings

• Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: DavidFulton Publishers.
• Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through theirindividual learning styles:Practical approaches for grades 3-6.* Massachusetts: Allyn& Bacon.
• Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention:Brookes Publication.
• Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy fortesting applications of theory.* New York: Academic Press.
• Mohanty, J., & Mohanty, B. (1999). *Early Chilhood Care and Education*. Delhi:
Offset Printers.

Suggested Readings

• Barbour, N., & Seefeldt, C. (1998). .*Early Childhood Education. An Introduction* (4thEds). U.K: Prentice Hall.
• Broman, B. C. (1978). *The Early Years in Childhood Education.* Chicago:RandMcNally College Publishing Company.
• Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum.* New York: MacMillanPublishing Company.
• Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Careand Education.(2nd Ed.).* New York: Routledge Publication.
• Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. NewYork: Random House Publications.
• Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press.Hamilton, D.S. &Flemming, (1990). *Resources for Creative Teaching in EarlyChildhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanvich.
• Hilderbrand, V. (1991). *Introduction to Earcly Childhood Education.* New York:MacMillan Publishing.
• Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today &Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
• Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early ChildhoodEducation.Theory to Reserch to Practice.* New York: Academic Press.
• Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early ChildhoodEducation*. Englewood Cliffs, New Jersey: Prentice Hall,

• Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

COURSE-BSE-401(C): APPLIED BEHAVIOURAL ANALYSIS (HEARING IMPAIRMENT)

Course: BSE-401(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

After undertaking the course the student-teachers will be able to

- *BSE-401C.1 understand the principles of behavioural approach*
- *BSE-401C.2 develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).*
- *BSE-401C.3 explain the concept and assessment of Behaviour as FAB and BRS.*
- *BSE-401C.4 explain the strategies for Positive Behaviour Support (I)*
- *BSE-401C.5 explain the strategies for Positive Behaviour Support (II)*
- *BSE-401C.6 apply various measures of behavioural assessment.*
- *BSE-401C.7 apply methods of ABA in teaching and learning environments.*
- *BSE-401C.8 integrate techniques of ABA in teaching programs.*
- *BSE-401C.9 select suitable strategies for managing challenging behaviours.*

Unit 1: Introduction to Applied Behaviour Analysis (ABA)-(I)

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and Definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

Unit 2: Introduction to Applied Behaviour Analysis (ABA)-(II)

2.1 Behaviour- Definition and Feature

2.2 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour RecordingSystems

Unit 3: Strategies for Positive Behaviour Support-(I)

3.1 Selection of Behavioural Goals

3.2 Reinforcement

- Types: Positive and Negative, Primary and Secondary
- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

Unit 4: Strategies for Positive Behaviour Support-(II)

4.1 Discrete Trial Teaching

- Discriminative Stimulus - Characteristics
- Response
- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
- Consequence - Characteristics
- Inter-Trial Interval

4.2 Application of ABA in Group Setting

- Negotiation and contract
- Token economy

- Response cost
- Pairing and fading

4.3 Leadership role of teacher in promoting positive behaviour

Unit 5: Management of Challenging Behaviour

5.1 Differential Reinforcements of Behaviour

5.2 Extinction and Time Out

5.3 Response Cost and Overcorrection

5.4 Maintenance

5.5 Generalization and Fading

Practicum

I. Observation and functional analysis of behaviour of a given case.

II. Development of ABA program for management of a challenging behaviour.

Transaction

The course consists of several concepts from behavioural theories. The concepts should beexplained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

Essential Readings

• Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.

• Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*.Pearson Publications.

• Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied BehaviourAnalysis*. Guilford Press, New York.

• Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction toABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.

• Lewis, P. (2006). *Achieving Best Behaviour for Children with DevelopmentalDisabilities*. Jessica Kingsley Publishers London.

Suggested Readings

• Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the InclusiveClassroom*. Future Horizons Inc, Texas.

• Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/ASin the Classroom*. Jessica Kingsley Publishers London.

COURSE-BSE-401(D): COMMUNITY BASED REHABILITATION (HEARING IMPAIRMENT)

Course: BSE-401(D) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

After completing this course the student-teachers will be able to

BSE-401D.1 *explain the concept and principles of CBR.*

BSE-401D.2 differentiate between CBR and Institutional Living.

BSE-401D.3 explain the socio-cultural and economic contexts of CBR and scope and inclusion of CBRin

BSE-401D.4 explain theGovt. Policies and programs.

BSE-401D.5 aware about the types and methods of CBR.

BSE-401D.6 explain the concept, principles and scope of community based rehabilitation.

BSE-401D.7 learn the strategies for promoting public participation in CBR.

BSE-401D.8 a*pply suitable methods for preparing persons with disability for rehabilitation withinthe community.*

BSE-401D.9 develop an understanding of the role of government and global agencies in CBR.

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR

1.2 Principles of CBR

1.3 Difference between CBR and Institutional Living

Unit 2: Socio-cultural and Economic Contexts of CBR

2.1 Socio-cultural and Economic Contexts of CBR

2.2 Scope and Inclusion of CBR in Government Policies and Programs

Unit 3: Preparing Community for CBR

3.1 Awareness Program-Types and Methods

3.2 Advocacy - Citizen and Self

3.3 Focus Group Discussion

Unit 4: Family and corporate group in CBR

4.1 Family Counselling and Family Support Groups

4.2 CBR and Corporate Social Responsibility

Unit 5: Preparing Persons with Disability for CBR

5.1 School Education: Person Centred Planning, and Peer Group Support

5.2 Transition: Individual Transition Plan, Development of Self Determination and SelfManagement Skills

5.3 Community Related Vocational Training

5.4 Skill Training for Living within Community

5.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

I. Visit an ongoing CBR program and write a report on its efficacy

II. Organize a community awareness program

III. Conduct a focus group discussion on a selected disability issue with school/collegestudents

Transaction

Besides lecture method the topics in this course may be transacted through discussion onselected case studies, classroom seminar/debates.

Essential Readings

• Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers*:A Training Manual. Global-HELP Publications, California.

• McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for Peoplewith Disabilities*, P.H. Brookes, Baltimore.

• Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment:Business Development Model*. Campus Press Inc. York University.

• Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.

• *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, —Ministry of Social Welfare, Govt. of India, New Delhi.

• *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of SocialWelfare, Govt. of India, New Delhi.

• WHO .(1982). *Community Based Rehabilitation — Report of a WHO InternationalConsultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)

• WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva.

COURSE-BSE-401(E): APPLICATION OF ICT IN CLASSROOM (HEARING IMPAIRMENT)

Course: BSE-401(E) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer inorder to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

Course Outcomes (COs)

After completing the course the student teacher will be able to

BSE-401E.1	*acquaint with concept and scope of ICT in special education.*
BSE-401E.2	*develop the understanding of students regarding the use of different media in education.*
BSE-401E.3	*choose the types of ICT provision available in our constitution and indicate their assistance in promotion of inclusive education.*
BSE-401E.4	*present an overview of concept of WCAG.*
BSE-401E.5	*explore computer as a learning tool to make teaching learning more effective.*
BSE-401E.6	*integrate the concept of e learning with special education to facilitate the learning of CWSNs.*
BSE-401E.7	*develop the PPT slides show for making teaching-learning process more inclusive.*
BSE-401E.8	*acquire practical knowledge of software for managing disability specific problems.*
BSE-401E.9	*use ICT for making classroom processes more inclusive.*

Unit 1: Information Communication Technology (ICT) and Special Education-(I)

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

Unit 2: Information Communication Technology (ICT) and Special Education-(II)

2.1 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

2.2 Three as of ICT Application—Access, Availability, Affordability

2.3 Overview of WCAG (Web Content Access Guidelines)

Unit 3: Using Media and Computers

3.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

3.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word

Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

3.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources

Unit 4: Using Media and Computers

4.1 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

4.2 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 5: Visualising Technology-Supported Learning Situations

5.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

5.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

5.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

5.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

5.5 Identifying and Applying Software for Managing Disability Specific Problems

Course Work/ Practical/ Field Engagement (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

Essential Readings

• Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.

• Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool forInclusion*. Open University Press.

Suggested Readings

• Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A GlobalPerspective: A Report of the Second Information Technology in Education Study,Module 2*. International Society for Technology in Education.

COURSE-BSE-401(F): GENDER AND DISABILITY (HEARING IMPAIRMENT)

Course: BSE-401(F) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course outcomes (COs)

After completion of this course the student-teachers will be able to

BSE-401F.1	*develop an understanding of human rights based approach in context of disability.*
BSE-401F.2	*explain the different elements of Human Rights system.*
BSE-401F.3	*acquaint with the advantages of human rights based approach.*
BSE-401F.4	*apply the principles of human right based approach for disability.*
BSE-401F.5	*explain the various techniques and strategies for gender and disability analysis.*
BSE-401F.6	*describe the personal and demographic perspectives of gender and disability.*
BSE-401F.7	*analyse the issues related to disabled women and girl children.*
BSE-401F.8	*acquaint teacher's role in promoting gender equality.*
BSE-401F.9	*develop an understanding about gender critique of legislation, government policy and schemes.*

Unit 1: Human Right-based Approach and Disability

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

Unit 2: Human Rights and Implications and Disability

2.1 Elements of Human Rights System

- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

2.2 Advantage of Human Rights-Based Approach

2.3 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 3: Gender and Disability

3.1 Sex & Gender: Concept & Difference

3.2 Impairment & Disability: Concept & Difference

3.3 Gendered Experience of Disability
- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation
3.4 Gender and Disability Analysis: Techniques and Strategies
3.5 Psyche and Gender: Implications for Teaching

Unit 4: Women and Girl Child with Disability-(I)
4.1 Inclusive Equality
- Access to Family Life
- Access to Education, Vocational Training and Employment
- Access to Political Participation
4.2 Factors Contributing to Disability
- Gender-Based Violence in School and Within Family
- Traditional Practices

Unit 5: Women and Girl Child with Disability-(II)
5.1 Sexual and Reproductive Health
5.2 Teacher's Role in Promoting Gender Equality
5.3 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement
I. Study the case of a woman with disability and submit a report
II. Review selected paper/s authored by women with disability
III. Conduct a gender analysis of a selected disability Act/Policy

Transaction
This course has been designed to provide the student teachers a socio-cultural perspective todisability. It aims to promote awareness about the space for disability equity andrehabilitation within the human rights system. As such the transaction of the course topicsshould be done through focus group discussions, and issue-based classroom interactions inaddition to lectures and seminars.

Essential Readings

• Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*.Oxfam, UK.
• Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage PublicationsPvt. Ltd.
• Meekosha, H. (2004). *Gender and Disability.* Sage Encyclopaedia of Disability.
• O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising PupilAchievement* , Dunedin Academic.
• Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in theModern World*. Oxford University Press.
• Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, R*ace. NYU Press,USA.
• Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutger University Press,New Jersey.

Desirable Readings

• Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems,* WestView Press.
• Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation andGender Inequality,* Atlantic Economic Journal, Vol. 38, No. 4.
• Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and HouseholdWork in Cross-National Perspective,* Stanford University Press.

COURSE-BSE-401(G) BRAILLE AND ASSISTIVE DEVICES (VI)

Course: BSE-401(G) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities. This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Course outcomes (COs)

After completing the course the student-teachers will be able to

BSE-401G.1	*acquire basic information about Braille, its relevance and important functional aspects..*
BSE-401G.2	*learn to read the signs, symbols and abbreviations used in English and Hindi/Regional Language.*
BSE-401G.3	*understand the reading and writing process of Braille.*
BSE-401G.4	*get the basic information on types and significance of different Braille devices.*
BSE-401G.5	*demonstrate the use of slates and stylus to produce accurate braille.*
BSE-401G.6	*understand the concept of braille translation softwares.*
BSE-401G.7	*acquaint with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*
BSE-401G.8	*calculate the mathematical problems using Abacus and Geometry kits.*
BSE-401G.9	*describe the importance of low vision aids- optical, non optical vision training material..*

Unit 1: Braille-(I)

1.1 Louis Braille and the Evolution of Braille

1.2 Continuing Relevance of Braille vis-a-vis Audio Material

Unit 2: Braille-(II)

2.1 Braille Signs, Contractions and Abbreviations--English Braille

2.2 Braille Signs and Symbols—Hindi/Regional Language

2.3 Braille Reading and Writing Processes

Unit 3: Braille Devices -- Types, Description, Relevance

3.1 Slate and Stylus

3.2 Braille Writer

3.3 Electronic Devices— Note takers and Refreshable Braille Displays

3.4 Braille Embossers

3.5 Braille Translation Software

Unit 4: Educational Devices – Types, Description, Relevance

4.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, AlgebraTypes

4.2 Geography: Maps--Relief, Embossed, Models

4.3 Science Material

Unit 5: Low Vision Aids and Schemes– Types, Description, Relevance

5.1 Low Vision Aids--Optical, Non-Optical, Vision Training Material

5.2 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

a. Observe at least five devices in use in at least five school periods.

b. Draw up an item-wise price list of at least ten devices from different sources.

c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for childrenwith visual impairment.

d. Prepare a report on the availability and use of Mathematical devices (at least two) inone special school and on inclusive school.

e. Make a report on the application of at least two non-optical devices for children withlow vision.

Essential Readings

• A Restatement of the Layout, Definitions and the Rules of the Standard EnglishBraille System (1971). London: The Royal National Institute for the Blind.

• Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille.Pittsburgh: Stanwick House.

• Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.

• Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.

• Manual on Bharti Braille (1980). Dehradun: NIVH

• Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading.New York: AFB.

• Proceedings: National Conference on Past and Present Status of Braille inIndia(2001). New Delhi: All India Confederation of the Blind.

Suggested Readings

• Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium ofCommunication. Geneva: UNESCO.

• Kusanjima, T. (1974). Visual Reading and Braille Reading. New York: AFB.

• Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: SterlingPublishers.

• Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National BraillePress.

COURSE-BSE-402(A): ORIENTATION AND MOBILITY (VI)

Course: BSE-402(A) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments,especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility. So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Course Outcomes (COs)

After completing thecourse the student-teachers will be able to

BSE-402A.1	*describe the nature and scope of Orientation & Mobility.*
BSE-402A.2	*acquire information about basic terminologies associated with O&M.*
BSE-402A.3	*explain the special responsibilities of special teacher/educator with reference to O&M Training*
BSE-402A.4	*evaluate and maximise use of auditory, tactual and other sensory information in O&M training.*
BSE-402A.5	*understand the role of the Orientation and Mobility Specialist in the collaboration with Teacher of Students with Visual Impairments.*
BSE-402A.6	*acquire basic knowledge of human guide techniques.*
BSE-402A.7	*describe and understand the pre-cane skills.*
BSE-402A.8	*demonstrate use of different cane travel techniques and devices.*
BSE-402A.9	*acquaint with the importance and skills of training in independent living for the visually impaired.*

Unit 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope

1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

1.3 Roles of Other Senses in O&M Training

1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

2.1 Grip

2.2 Stance

2.3 Hand Position

2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

3.1 Upper and Lower Body protection
3.2 Room Familiarization
3.3 Using Oral Description for Orientation
3.4 Search Patterns
3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes -- Types, Parts, Six Considerations
4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
4.3 Use of Public Transport
4.4 Asking for Help: When and How
4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training in Independent Living Skills

5.1 Self Care, Gait and Posture
5.2 Personal Grooming
5.3 Eating Skills and Etiquette
5.4 Identification of Coins and Currency Notes
5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.
b. Prepare a list of canes and other devices available with various sources along withprices.
c. Undergo an experience of moving under a blindfold for a few minutes and describe it(about 200 words).
d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance ofO&M for the visually impaired.
e. Draw up a list of important clues/cues/landmarks which the visually impaired studentcan use in the school.

Essential Readings

• Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation andMobility (2nd ed.). New York: AFB Press.
• Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina
• Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are VisuallyImpaired.: AFB Press, New York.
• Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in RuralAreas. Christoffel Blinden Mission.
• Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
• Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children andAdults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives .: AFB Press, New York.

Suggested Readings

• Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.
• Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB, New York.

• Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility toPersons with Visual Impairments.AFB Press, New York.
• Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

COURSE-BSE-402(B): COMMUNICATION OPTIONS: ORALISM (HI)

Course: BSE-402(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgmental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among them any. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

Course Outcomes (COs)

After learning this course the student-teachers will be able to

BSE-402B.1	*understand Paradigms of Deafness, Communicative Access: Challenges and Concerns, Autonomy, Inclusion and identity.*
BSE-402B.2	*discuss Oral Verbal Options and Realistic Expectations of Family and Teachers.*
BSE-402B.3	*explain the importance of Neural Plasticity and early Listening opportunities.*
BSE-402B.4	*explain Oracy to Literacy, Speech Reading, Training and Guidance on Aural Oral Practices..*
BSE-402B.5	*interpret Audiograms, Motherese and Age Appropriate Discourse with Children, Fluency Skills in Verbal Communication, Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes*
BSE-402B.6	*describe Ongoing Monitoring and Assessing Auditory Functioning and Speech Development:Reading Model Formats Used for the Purpose (Checklists, Recordings,Developmental Scales)*
BSE-402B.7	*define AV Approach andStages of Auditory Hierarchy,Listening Strategies, Techniques of AV Approach and Their Relationto Listening Environment*
BSE-402B.8	*prepare Model Plans, Observe a Few Weekly Individual Sessions and Develop Instructional Material for AVT Sessions Linking Listening, Languageand Cognition*
BSE-402B.9	*understand Resource Mobilization For Listening Devices and Reflections On The Course: From Theory to Practice to Initiating Change*

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)

1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options

1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference between Uni-Sensory and Multi Sensory Approach in Oralism

2.2 Oracy To Literacy: Why and How
2.3 Speech Reading: Need, Role and Strategies in All Communication Options
2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's andDon'ts

Unit 3: Skill Development Required for Oralism

3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age AppropriateDiscourse with Children Using Appropriate Language, Turn Taking and EyeContact
3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings,Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

4.1 AV Approach: Meaning, Misconcepts and Justification
4.2 Stages of Auditory Hierarchy
4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relationto Listening Environment
4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
4.5 Developing Instructional Material for AVT Sessions Linking Listening, Languageand Cognition

Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summingup

5.1 Use of Oralism and AV Approach in Indian Special Schools: Current Scenario
5.2 Oralism / AV Approach: Prerequisites for Special Schools
5.3 Strategies of Implementation Oral Communication Policy and FulfillingPrerequisites
5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)
5.5 Reflections On The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Video's of Individual Sessions and Classroom Teaching
II. Role Play and Dramatization
III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

• Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *SpeechScience Primer (4th*) Lippincott Williams aAnd Wilkins: Philadelphia.
• *Dhvani* (English). Balvidyalaya Publication: Chennai.
• Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell
• Heller, R. (1999). *Managing Change.* Dk Publishing: New York.
• Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)*Alexandria, Auditory Verbal International.
• Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
• *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India , New Delhi.

Suggested Readings

• Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. Allyn And Bacon. Boston

• Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
• Dhvani (Marathi). Balvidyalaya – Cym Publication
• Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
• Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association,Washington D.C.
• Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory- Verbal Therapy. Learning to Listen Foundation.
• Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
• Heller, R. (1999). Managing Change. Dk Publishing: New York.
• Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
• Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
• Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
• Resource Book on Hearing Impairment. AYJNIHH Publication.
• Unpublished Dissertations and Thesis on Profiling Communication Options in SpecialSchools in India.

COURSE-BSE-402(C): COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE) (HI)

Course: BSE-402(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgmental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among them any. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

Course Outcomes (COs)

After learning this course the student-teachers will be able to

- *BSE-402C.1* understand Paradigms of Deafness, Communicative Challenges and *Deafnesswith Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion.*
- *BSE-402C.2* *differentiate between ISL and ISS; Myths and Facts and Describe the Importance of Neural Plasticity and Early Language Opportunities*
- *BSE-402C.3* *explain Use of Simcom and Educational Bilingualism in Indian Schools, Challenges, Prerequisites and Fulfilling Prerequisites.*
- *BSE-402C.4* *describe Monitoring and Measuring Development of ISL/ISS in Students: Receptive andExpressive Mode*
- *BSE-402C.5* *discuss Training and Guidance for Families and Tuning Home Environment: CurrentScenario and Strategiesand Tuning Mainstream Schools/Classrooms for Students Using Manual Communication:Do's and Don'ts*
- *BSE-402C.6* *describe Practicing Motherese And Age Appropriateness Discourse with children with appropriate language, Eye Taking and Eye Contact; Natural Singing in Short Conversations, Poem/Stories/Narrations/Jokes, Discussing Emotions, Expansion of Ideas, and Current Affairs; and Group dynamics.*
- *BSE-402C.7* *explain Learning to Express Gender, Number, Person, Tense, Aspect; Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization,Simple, Complex, Compound*
- *BSE-402C.8* *explain Practicing Markers (Local Language), Syntax in Conversations and Discussions, Observing Using ISS/ISL in Classrooms for School Subjects*
- *BSE-402C.9* *describe Resource Mobilization for Skill Development Training (Organized Charity Sources,CSR, Fund Raising Events, Web Based Fund Raising) and Reflections on the Course: From Theory to Practice to Initiating Change*

Unit 1: Understanding Deafness in Real Life Context

1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)

1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns

1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
2.2 Challenges, Prerequisites and Fulfilling Prerequisites
2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive andExpressive Mode
2.4 Training and Guidance for Families and Tuning Home Environment: CurrentScenario and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication:Do's and Don'ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and AgeAppropriate Discourse with Children with Appropriate Language, Turn Taking andEye Contact
3.2 Practicing Natural Signing in Short Common Conversations
3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and CurrentAffairs
3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

4.1 Learning to Express Gender, Number, Person, Tense, Aspect
4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
4.3 Practicing Sentence Types: Simple, Complex, Compound
4.4 Observing Using ISL in Classrooms – Social Science
4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

5.1 Practicing Markers (Local Language)
5.2 Practicing Syntax in Conversations and Discussions
5.3 Observing Using ISS/ISL in Classrooms for School Subjects
5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources,CSR, Fund Raising Events, Web Based Fund Raising)
5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
II. Role Play and Dramatization in ISL
III. Developing Learning Material for Facilitating Connectivity among Signing, Languageand Cognition
IV. Recording Self Narrated Stories/ Poems and Writing Reflections
V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

• *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
• Heller, R. (1999). *Managing Change.* DK Publishing: New York.
• ISS Learning Material and Dictionaries
• Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.

• *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
• Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

• Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46- 51.
• Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of theDeaf*, *139*(3), 378-386.
• Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).*Orient BlackSwan, Hyderabad.
• *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000),AYJNIHH Publication.
• Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
• Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
• Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings.*IES 3rd Annual Research Conference: American SpeechLanguage & Hearing Association (ASHA)*.
• Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
• Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
• Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
• Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
• Huddar, A. (2008).*Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
• Improve Reading Comprehension. *American Annals of the Deaf, 139*, 378-386.
• Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
• Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132*, 46-51.
• Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersy.
• Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
• Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.
• Websites for Signed Dictionaries.
• Woodward, J. (1993). "The Relationship of Sign Language Varieties in India,Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

COURSE-BSE-403: BASIC RESEARCH AND STATISTICS (EPC)

Course: BSE-403 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- *BSE-403.1* *explain the nature, steps and application of Scientific Method in Research.*
- *BSE-403.2* *explain the meaning, Characteristics and Purpose of Research in Education and Special Education.*
- *BSE-403.3* *describe Basic, Applied and Action Research in Learning Environment.*
- *BSE-403.4* *discuss Professional Competencies for Research.*
  Understand the Process of Research i.e. Selection of Problem, Formulation of Hypothesis, Collection of Data and Analysis of Data & Conclusion.
- *BSE-403.5* *describe Tools of Research: Tests, Questionnaire, Checklist and Rating Scale.*
- *BSE-403.6* *Explain Scale for measurement: Nominal, Ordinal, Interval and Ratio.*
- *BSE-403.7* *discuss Organization of data: Array, Grouped distribution and Graphic representation of data.*
- *BSE-403.8* *understand Measures of central tendency and Dispersion: Mean, Median and Mode, Standarddeviation and Quartile deviation.*
- *BSE-403.9* *understand Correlation: Product Moment and Rank Order Correlation.*

Unit 1: Introduction to Research

1.1 Scientific Method
1.2 Research: Concept and Definition
1.3 Application of Scientific Method in Research
1.4 Purpose of Research
1.5 Research in Education and Special Education

Unit 2: Types of Research and Professional Competencies

2.1 Basic/Fundamental
2.2 Applied
2.3 Action Research in Teaching Learning Environment
2.4 Professional Competencies for Research

Unit 3: Process of Research

3.1 Selection of Problem
3.2 Formulation of Hypothesis
3.3 Collection of Data
3.4vAnalysis of Data & Conclusion
3.5 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Unit 4: Measurement, and Organization of Data

4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
4.2 Organization of data: Array, Grouped distribution
4.3 Graphic representation of data

Unit 5: Analysis of Data

5.1 Measures of central tendency and Dispersion: Mean, Median and Mode, Standarddeviation and Quartile deviation

5.2 Correlation: Product Moment and Rank Order Correlation

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India NewDelhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
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SEMESTER – IV

COURSE-BSE-404: CROSS DISABILITY & INCLUSION (PRACTICAL)

Course: BSE-404 **Credits: 04**

Hours: 120 **Marks: 100**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-404.1 *understand the different teaching strategies in classroom teaching with hand on experience of inclusive/ special & inclusive schools.*

BSE-404.2 *acquire different Orientation andMobilityTraining skills and techniques- such as Sighted Guide Technique, Pre-Cane skills, Cane technique and Direction-findingtechnique*

BSE-404.3 *prepare & deliver teaching lessons onorientation & mobility and activities of dailyliving in special & Inclusive schools for VI & VIMD.*

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs.	Marks
1	Classroom ObservationFor schoolsubjects atdifferentlevels	Other than VI	1. Special Schoolsothert han VI	Observation For school subjects at different levels	15	25
		2. Any Disability	2. Inclusive schools	ObservationFor school subjectsat different levels	15	
2	Orientation andMobilityTraini ng	VI	Department of Education, KUK Campus andoutsideca mpus	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction findingtechnique	60	50
3	Teaching lessons on O&M and ADL	VI and VIMD	Special and inclusivescho ol	Individualized Teaching lessonson orientation and mobility and activities of dailyliving	30	25

COURSE-BSE-405: OTHER DISABILITY SPECIAL SCHOOL (FIELD WORK)

Course: BSE-405 **Credits: 04**
Hours: 120 **Marks: 100**
Note: The evaluation will be done jointly by the two examiners (one internal and one external).
Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-405.1 *develop the skills of Classroom teaching, Teaching Learning Material, study document,maintain record for students with Disabilities other than VI.*

BSE-405.2 *develop the skills of Classroom teaching, Teaching Learning Material, study document , maintain record for students with VIMD.*

Sr. No	Task for the student teacher	Disability focus	Educational settings	Hrs.	Marks
1	1. Classroom teaching, development of TLM,document study, maintenance of record	Other than VisualImpairment	Special Schools for other Disabilities	**60**	**50**
	2. Classroom teaching,development of TLM,document study,maintenance of record	VIMD	Special schools or programmes for Multiple Disabilities	**60**	**50**

COURSE-BSE-406: INCLUSIVE SCHOOL (FIELD WORK)

Course: BSE-406 **Credits: 04**

Hours: 120 **Marks: 100**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-406.1 *comprehend the principles of inclusive teaching learning process with special reference to functional skills such as Braille, special equipments & preparation of TLM etc. for developing inclusive classroom practices.*

BSE-406.2 *create awareness about theneeds of children with disabilitiesin inclusive schools.*

Sr. No	Task for the student teacher	Disability focus	Educational settings	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille,special equipments,preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	VisuallyImpaired, seeing children and teachers	Inclusive Schools	**120**	**100**

Department of Education
KURUKSHETRA UNIVERSITY, KURUKSHETRA

B.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

Mapping scale, Mapping Matrices, Attainment of COs, POs and PSOs

A: Mapping scale:

Table 1: Scale of mapping between COs and POs/PSOs

Scale	
1	*Low* corealtation between the contents of course and the particular Program outcome/ Program specific outcome
2	*Medium* corealtation between the contents of course and the particular Program outcome/ Program specific outcome
3	*High* corealtation between the contents of course and the particular Program outcome/ Program specific outcome

B: Mapping matrices:

SEMESTER-1

CO-PO Mapping matrices

Table 2.BSE-101: CO-PO matrix for the course BSE-101

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
BSE-101.1	3	1	1	2	2	1	2	2	2
BSE-101.2	3	2	1	2	2	2	2	2	2
BSE-101.3	3	1	3	2	2	2	2	2	2
BSE-101.4	3	3	2	1	2	2	2	2	2
BSE-101.5	3	1	3	2	2	1	2	2	2
BSE-101.6	3	3	2	2	2	1	2	2	2
BSE-101.7	3	3	2	2	2	2	2	2	2
BSE-101.8	3	2	2	2	2	2	2	2	2
BSE-101.9	3	2	2	2	2	1	2	2	2
Average	3	2	2	1.89	2	1.56	2	2	2

Table 2.BSE-102: CO-PO matrix for the course BSE-102

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-102.1	3	2	3	1	2	2	2	2	2
BSE-102.2	3	2	2	2	2	2	2	2	2
BSE-102.3	3	2	2	2	3	2	2	2	3
BSE-102.4	3	3	3	2	3	2	2	3	3
BSE-102.5	3	3	2	2	3	2	2	3	3
BSE-102.6	3	3	3	2	3	2	2	2	2
BSE-102.7	3	3	3	3	3	2	2	2	2
BSE-102.8	3	3	3	3	3	2	3	2	2
BSE-102.9	3	3	3	3	2	2	3	2	2
Average	3	2.67	2.67	2.22	2.67	2	2.22	2.22	2.33

Table 2.BSE-103: CO-PO matrix for the course BSE-103

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-103.1	3	3	2	2	2	2	2	2	2
BSE-103.2	3	3	2	2	2	2	3	2	3
BSE-103.3	3	2	3	2	2	2	2	1	3
BSE-103.4	3	3	2	2	2	2	3	1	3
BSE-103.5	3	2	2	2	3	2	3	2	3
BSE-103.6	3	3	3	2	3	2	2	1	3
BSE-103.7	3	2	3	2	3	2	2	2	2
BSE-103.8	3	3	2	2	2	2	1	2	2
BSE-103.9	3	3	2	2	2	2	1	1	2
Average	3	2.67	2.33	2	2.33	2	2.11	1.56	2.56

Table 2.BSE-104: CO-PO matrix for the course BSE-104

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-104.1	3	2	2	2	2	2	2	2	2
BSE-104.2	3	3	3	2	2	2	2	2	3
BSE-104.3	3	3	2	2	2	2	2	2	2
BSE-104.4	3	2	3	2	2	2	3	2	3
BSE-104.5	3	2	2	2	2	2	3	3	2
BSE-104.6	3	2	3	2	3	2	2	1	2
BSE-104.7	3	3	3	2	3	2	2	2	3
BSE-104.8	3	3	2	2	3	2	2	1	3
BSE-104.9	3	2	2	2	3	2	3	2	2
Average	3	2.44	2.44	2	2.44	2	2.33	1.89	2.44

Table 2.BSE-105: CO-PO matrix for the course BSE-105

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-105.1	3	2	2	2	2	2	2	2	2
BSE-105.2	3	2	2	3	2	2	2	2	3
BSE-105.3	3	2	3	2	3	2	2	1	2
BSE-105.4	3	3	3	2	3	2	1	2	2
BSE-105.5	3	3	2	2	3	2	1	1	2
BSE-105.6	3	3	2	2	3	2	2	1	2
BSE-105.7	3	3	3	2	3	2	1	1	3
BSE-105.8	3	3	3	3	3	2	2	2	3
BSE-105.9	3	3	3	3	3	2	1	2	3
Average	3	2.67	2.56	2.33	2.78	2	1.56	1.56	2.44

Table 2.BSE-106: CO-PO matrix for the course BSE-106

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-106.1	3	3	3	2	3	2	2	2	3
BSE-106.2	3	3	3	3	3	2	2	2	3
BSE-106.3	3	2	3	2	3	2	2	2	3
Average	3	2.67	3	2.33	3	2	2	2	3

CO-PSO Mapping matrices

Table 3.BSE-101: CO-PSO matrix for the course BSE-101

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-101.1	3	2	2	1	1	3	3	2
BSE-101.2	3	3	2	1	1	3	2	2
BSE-101.3	3	3	2	2	2	3	2	3
BSE-101.4	3	2	2	1	2	3	2	3
BSE-101.5	3	2	2	2	2	2	2	2
BSE-101.6	2	0	2	3	3	3	3	3
BSE-101.7	3	1	1	1	1	1	3	2
BSE-101.8	1	3	3	2	2	2	2	2
BSE-101.9	1	2	2	3	1	2	2	2
Average	2.44	2	2	1.78	1.67	2.44	2.33	2.33

Table 3.BSE-102: CO-PSO matrix for the course BSE-102

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-102.1	3	2	2	2	2	2	2	2
BSE-102.2	3	2	3	1	2	2	2	2
BSE-102.3	3	2	2	3	2	2	3	2
BSE-102.4	3	3	2	3	1	2	3	2

BSE-102.5	3	2	2	2	2	1	3	1
BSE-102.6	3	2	2	3	2	2	1	2
BSE-102.7	3	2	2	3	3	3	3	3
BSE-102.8	3	3	3	3	3	3	2	3
BSE-102.9	3	3	3	3	3	3	2	3
Average	3	2.33	2.33	2.56	2.22	2.22	2.33	2.22

Table 3.BSE-103: CO-PSO matrix for the course BSE-103

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-103.1	3	3	3	2	2	2	3	3
BSE-103.2	1	3	3	2	3	3	3	3
BSE-103.3	1	2	3	2	2	2	2	2
BSE-103.4	2	2	2	3	2	3	3	2
BSE-103.5	3	3	3	2	2	2	3	2
BSE-103.6	2	1	2	3	1	2	2	1
BSE-103.7	1	1	2	3	3	2	1	1
BSE-103.8	3	3	2	1	1	2	2	1
BSE-103.9	3	2	1	1	2	2	1	1
Average	2.11	2.22	2.33	2.11	2	2.22	2.22	1.78

Table 3.BSE-104: CO-PSO matrix for the course BSE-104

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-104.1	3	3	2	1	2	1	1	1
BSE-104.2	2	2	2	3	2	3	3	3
BSE-104.3	3	2	3	2	2	2	1	1
BSE-104.4	1	3	2	3	2	3	3	3
BSE-104.5	3	2	2	2	2	1	2	1
BSE-104.6	1	3	1	2	1	3	2	2
BSE-104.7	3	2	3	2	1	1	2	2
BSE-104.8	1	3	3	2	3	3	2	2
BSE-104.9	1	2	3	2	2	3	2	1
Average	2	2.44	2.33	2.11	1.89	2.22	2	1.78

Table 3.BSE-105: CO-PSO matrix for the course BSE-105

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-105.1	3	3	2	2	2	1	1	2
BSE-105.2	2	3	2	2	2	1	1	2
BSE-105.3	2	3	2	3	2	3	2	2
BSE-105.4	2	3	2	3	2	3	2	1
BSE-105.5	3	2	2	2	1	1	3	1
BSE-105.6	1	3	1	2	3	3	3	2
BSE-105.7	1	3	2	1	2	2	3	3
BSE-105.8	3	2	2	1	3	3	2	3
BSE-105.9	2	3	3	3	2	2	3	3
Average	2.11	2.78	2	2.11	2.11	2.11	2.22	2.11

Table 3.BSE-106: CO-PSO matrix for the course BSE-106

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-106.1	2	1	3	3	3	3	3	2
BSE-106.2	3	2	1	1	1	1	2	2
BSE-106.3	2	2	3	2	3	3	1	3
Average	2.33	1.67	2.33	2	2.33	2.33	2	2.33

SEMESTER-II

CO-PO Mapping matrices

Table 2.BSE-201: CO-PO matrix for the course BSE-201

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-201.1	3	2	2	2	2	2	2	1	2
BSE-201.2	3	2	2	2	2	2	2	2	2
BSE-201.3	3	2	2	2	2	2	2	3	2
BSE-201.4	3	3	3	2	2	2	2	2	2
BSE-201.5	3	2	2	2	3	2	2	2	2
BSE-201.6	3	2	3	2	2	2	1	2	2
BSE-201.7	3	3	3	2	2	2	1	3	3
BSE-201.8	3	2	3	3	3	2	3	2	3
BSE-201.9	3	2	3	3	3	2	2	3	3
Average	3	2.22	2.56	2.22	2.33	2	1.89	2.22	2.33

Table 2.BSE-202&203AI: CO-PO matrix for the course BSE-202&203AI

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203AI.1.	3	2	2	2	3	2	2	2	2
BSE-202&203AI.2.	3	2	2	2	3	2	2	2	3
BSE-202&203AI.3.	3	2	2	2	3	2	2	2	2
BSE-202&203AI.4.	3	1	3	2	3	2	2	2	3
BSE-202&203AI.5.	3	1	3	3	3	2	2	2	3
BSE-202&203AI.6.	3	2	3	2	3	2	3	2	3
BSE-202&203AI.7.	3	3	2	2	3	2	2	2	2
BSE-202&203AI.8.	3	3	3	2	3	2	3	2	3
BSE-202&203AI.9.	3	2	3	3	3	2	3	2	3
Average	3	2	2.56	2.22	3	2	2.33	2	2.67

Table 2.BSE-202&203BI: CO-PO matrix for the course BSE-202&203BI

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203BI.1.	3	2	2	2	3	2	2	2	2
BSE-202&203BI.2.	3	2	2	2	3	2	2	2	3
BSE-202&203BI.3.	3	2	2	2	3	2	2	2	2
BSE-202&203BI.4.	3	1	3	2	3	2	2	2	3
BSE-202&203BI.5.	3	1	3	3	3	2	2	2	3
BSE-202&203BI.6.	3	2	3	2	3	2	3	2	3
BSE-202&203BI.7.	3	3	2	2	3	2	2	2	2
BSE-202&203BI.8.	3	3	3	2	3	2	3	2	3
BSE-202&203BI.9.	3	2	3	3	3	2	3	2	3
Average	3	2	2.56	2.22	3	2	2.33	2	2.67

Table 2.BSE-202&203BII: CO-PO matrix for the course BSE-202&203BII

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203BII.1.	3	2	2	2	3	2	2	2	2
BSE-202&203BII.2.	3	2	2	2	3	2	2	2	3
BSE-202&203BII.3.	3	2	2	2	2	2	2	2	2
BSE-202&203BII.4.	3	3	2	2	3	2	2	2	3
BSE-202&203BII.5.	3	3	2	3	3	2	2	2	3
BSE-202&203BII.6.	3	2	3	2	3	2	3	2	3
BSE-202&203BII.7.	3	3	3	2	3	2	2	2	2
BSE-202&203BII.8.	3	3	2	2	3	2	3	2	3
BSE-202&203BII.9.	3	2	3	3	3	2	3	2	3
Average	3	2.44	2.33	2.22	2.89	2	2.33	2	2.67

Table 2.BSE-202&203CI: CO-PO matrix for the course BSE-202&203CI

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203CI.1.	3	2	2	2	3	2	2	2	2
BSE-202&203CI.2.	3	2	2	2	3	2	2	2	3
BSE-202&203CI.3.	3	2	2	2	2	2	2	2	2
BSE-202&203CI.4.	3	2	2	2	3	2	2	2	3
BSE-202&203CI.5.	3	2	2	3	3	2	2	2	3
BSE-202&203CI.6.	3	2	3	2	3	2	3	2	3
BSE-202&203CI.7.	3	2	3	2	3	2	2	2	2
BSE-202&203CI.8.	3	2	2	2	3	2	3	2	3
BSE-202&203CI.9.	3	2	3	3	3	2	3	2	3
Average	3	2	2.33	2.22	2.89	2	2.33	2	2.67

Table 2.BSE-202&203CII: CO-PO matrix for the course BSE-202&203CII

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203CII.1.	3	2	2	2	2	2	2	2	2
BSE-202&203CII.2.	3	2	2	2	2	2	2	2	2
BSE-202&203CII.3.	2	2	2	1	3	2	2	2	2
BSE-202&203CII.4.	2	2	3	2	3	2	2	2	3
BSE-202&203CII.5.	3	2	2	1	2	1	2	2	2
BSE-202&203CII.6.	3	3	3	2	3	1	2	2	3
BSE-202&203CII.7.	2	2	3	2	3	1	2	2	3
BSE-202&203CII.8.	3	3	3	2	3	2	2	2	3
BSE-202&203CII.9.	3	2	3	3	3	2	2	2	3
Average	2.67	2.22	2.56	1.89	2.67	1.67	2	2	2.56

Table 2.BSE-204: CO-PO matrix for the course BSE-204

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-204.1	3	2	2	2	2	2	2	2	3
BSE-204.2	3	2	2	2	2	2	2	2	2
BSE-204.3	3	2	2	2	2	2	3	2	2
BSE-204.4	3	3	2	1	2	1	1	2	2
BSE-204.5	2	3	2	1	2	1	3	2	2
BSE-204.6	2	2	3	2	3	2	2	3	3
BSE-204.7	3	3	3	2	2	3	2	3	2
BSE-204.8	3	3	2	2	2	1	2	3	3
BSE-204.9	3	2	2	3	3	3	3	2	3
Average	2.78	2.44	2.22	1.89	2.22	1.89	2.22	2.33	2.44

Table 2.BSE-205: CO-PO matrix for the course BSE-205

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-205.1	3	2	2	2	3	2	2	2	2
BSE-205.2	3	2	2	2	3	2	2	2	2
BSE-205.3	3	2	3	2	3	2	2	1	3
BSE-205.4	3	2	3	2	3	2	1	2	3
BSE-205.5	3	1	3	3	3	2	2	1	3
BSE-205.6	3	2	3	2	3	2	2	1	3
BSE-205.7	3	2	3	3	3	3	2	2	2
BSE-205.8	3	3	2	2	3	3	1	2	2
BSE-205.9	3	3	2	2	3	2	2	2	2
Average	3	2.11	2.56	2.22	3	2.22	1.78	1.67	2.44

Table 2.BSE-206: CO-PO matrix for the course BSE-206

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-206.1	3	1	3	2	3	2	2	1	3
BSE-206.2	3	1	3	2	3	2	2	1	3
BSE-206.3	3	1	3	2	3	2	2	1	3
Average	3	1	3	2	3	2	2	1	3

CO-PSO Mapping matrices

Table 3.BSE-201: CO-PSO matrix for the course BSE-201

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-201.1	3	2	2	3	3	3	2	2
BSE-201.2	3	3	2	1	2	3	2	2
BSE-201.3	2	3	1	3	2	2	3	1
BSE-201.4	2	3	2	3	2	2	2	1
BSE-201.5	2	2	3	1	1	3	2	3

BSE-201.6	2	2	1	2	2	1	1	1
BSE-201.7	2	1	3	2	2	1	1	1
BSE-201.8	1	2	2	3	1	2	2	3
BSE-201.9	2	1	1	2	2	1	2	3
Average	2.11	2.11	1.89	2.22	1.89	2	1.89	1.89

Table 3.BSE-202&203AI: CO-PSO matrix for the course BSE-202&203AI

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-202&203AI.1	2	2	3	1	2	1	2	2
BSE-202&203AI.2	3	3	3	1	3	1	2	2
BSE-202&203AI.3	2	2	1	1	1	1	1	2
BSE-202&203AI.4	2	2	3	3	1	2	1	2
BSE-202&203AI.5	1	3	3	3	3	3	1	1
BSE-202&203AI.6	3	2	3	3	3	3	3	3
BSE-202&203AI.7	3	2	1	2	1	3	3	2
BSE-202&203AI.8	1	1	2	1	1	1	2	3
BSE-202&203AI.9	2	2	1	1	3	3	1	3
Average	2.11	2.11	2.22	1.78	2	2	1.78	2.22

Table 3.BSE-202&203BI: CO-PSO matrix for the course BSE-202&203BI

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-202&203BI.1	1	2	2	2	2	1	2	2
BSE-202&203BI.2	3	2	1	3	3	1	2	2
BSE-202&203BI.3	2	2	3	2	3	1	2	2
BSE-202&203BI.4	1	2	3	2	2	1	1	2
BSE-202&203BI.5	1	3	3	2	1	3	1	2
BSE-202&203BI.6	1	3	3	3	1	3	3	3
BSE-202&203BI.7	3	3	1	3	3	1	1	2
BSE-202&203BI.8	3	2	2	2	3	3	3	1
BSE-202&203BI.9	3	3	1	2	2	3	2	3
Average	2	2.44	2.11	2.33	2.22	1.89	1.89	2.11

Table 3.BSE-202&203BII: CO-PSO matrix for the course BSE-202&203BII

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-202&203CI.1	2	1	1	3	3	2	2	2
BSE-202&203CI.2	2	1	1	1	1	2	2	2
BSE-202&203CI.3	3	3	3	3	3	3	2	2
BSE-202&203CI.4	2	3	3	3	1	2	2	1
BSE-202&203CI.5	3	1	3	3	3	2	1	1
BSE-202&203CI.6	1	3	3	3	1	2	1	2
BSE-202&203CI.7	1	3	1	1	3	2	1	3
BSE-202&203CI.8	3	1	3	2	2	3	1	2
BSE-202&203CI.9	2	2	1	1	2	2	1	1
Average	2.11	2	2.11	2.22	2.11	2.22	1.44	1.78

Table 3.BSE-202&203CI: CO-PSO matrix for the course BSE-202&203CI

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203BII.1	3	3	3	2	2	2	1	1
BSE-202&203BII.2	2	3	3	3	2	3	1	1
BSE-202&203BII.3	2	2	3	3	3	2	2	1
BSE-202&203BII.4	2	3	3	2	2	2	3	2
BSE-202&203BII.5	2	2	3	2	2	2	3	2
BSE-202&203BII.6	1	1	3	2	3	3	2	2
BSE-202&203BII.7	1	2	3	2	3	2	1	3
BSE-202&203BII.8	1	2	3	2	2	3	3	2
BSE-202&203BII.9	3	2	3	2	2	3	2	1
Average	1.89	2.22	3	2.22	2.33	2.44	2	1.67

Table 3.BSE-202&203CII: CO-PSO matrix for the course BSE-202&203CII

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203CII.1	1	2	2	3	1	1	2	2
BSE-202&203CII.2	3	2	3	2	3	2	2	2
BSE-202&203CII.3	1	3	2	1	1	1	2	2
BSE-202&203CII.4	2	3	3	3	3	2	2	2
BSE-202&203CII.5	1	2	2	1	3	1	1	1
BSE-202&203CII.6	2	3	3	1	1	3	1	1
BSE-202&203CII.7	2	1	3	3	3	1	2	3
BSE-202&203CII.8	2	2	2	1	1	2	3	3
BSE-202&203CII.9	1	2	1	3	3	1	2	3
Average	1.67	2.22	2.33	2	2.11	1.56	1.89	2.11

Table 3.BSE-204: CO-PSO matrix for the course BSE-204

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-204.1	3	1	2	3	3	2	2	2
BSE-204.2	3	1	2	3	3	2	2	1
BSE-204.3	1	3	2	0	1	3	2	2
BSE-204.4	3	1	2	3	1	1	3	1
BSE-204.5	3	3	3	3	2	2	2	3
BSE-204.6	1	1	3	3	1	3	2	3
BSE-204.7	3	2	3	1	3	1	3	1
BSE-204.8	3	2	3	2	3	1	1	2
BSE-204.9	1	2	2	1	3	3	1	1
Average	2.33	1.78	2.44	2.11	2.22	2	2	1.78

Table 3.BSE-205: CO-PSO matrix for the course BSE-205

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-205.1	2	2	2	2	1	1	2	2
BSE-205.2	2	2	2	2	1	2	2	2
BSE-205.3	2	3	3	3	3	3	2	2

BSE-205.4	2	2	2	2	1	3	2	1
BSE-205.5	2	2	3	3	3	3	2	3
BSE-205.6	2	3	1	3	2	2	2	3
BSE-205.7	3	2	3	3	2	2	1	1
BSE-205.8	2	2	1	1	3	3	2	2
BSE-205.9	2	3	2	2	1	2	1	2
Average	2.11	2.33	2.11	2.33	1.89	2.33	1.78	2

Table 3.BSE-206: CO-PSO matrix for the course BSE-206

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-206.1	1	2	3	2	3	2	2	1
BSE-206.2	1	3	3	2	3	2	2	3
BSE-206.3	1	2	3	2	2	2	2	1
Average	1	2.33	3	2	2.67	2	2	1.67

SEMESTER-III

CO-PO Mapping matrices

Table 2.BSE-301: CO-PO matrix for the course BSE-301

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-301.1	3	2	2	2	2	2	2	2	2
BSE-301.2	3	2	3	2	2	2	2	2	2
BSE-301.3	3	3	3	2	3	2	3	2	3
BSE-301.4	3	3	3	3	3	2	2	2	3
BSE-301.5	3	3	3	3	3	2	2	2	3
BSE-301.6	3	2	3	2	3	2	3	2	3
BSE-301.7	3	3	3	2	3	3	2	2	3
BSE-301.8	3	3	3	2	3	2	2	2	3
BSE-301.9	3	3	3	2	3	3	2	2	3
Average	3	2.67	2.89	2.22	2.78	2.22	2.22	2	2.78

Table 2.BSE-302: CO-PO matrix for the course BSE-302

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-302.1	3	2	3	2	2	2	2	2	3
BSE-302.2	3	2	3	2	2	2	2	1	2
BSE-302.3	3	3	2	2	2	2	2	1	2
BSE-302.4	3	2	3	2	3	2	2	1	3
BSE-302.5	3	2	2	2	3	2	2	2	3
BSE-302.6	3	2	3	3	3	2	2	2	3
BSE-302.7	3	3	3	3	3	2	2	2	3
BSE-302.8	3	3	3	3	3	2	2	1	3
BSE-302.9	3	2	3	3	3	2	2	2	3
Average	3	2.33	2.78	2.44	2.67	2	2	1.56	2.78

Table 2.BSE-303: CO-PO matrix for the course BSE-303

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-303.1	3	1	2	2	2	2	2	2	2
BSE-303.2	3	2	2	2	2	2	2	2	2
BSE-303.3	2	3	2	2	3	2	2	1	2
BSE-303.4	2	1	3	2	3	2	2	2	3
BSE-303.5	2	3	2	2	2	2	2	1	2
BSE-303.6	3	3	2	2	2	2	2	1	2
BSE-303.7	3	2	2	2	3	2	2	2	2
BSE-303.8	3	2	2	2	2	2	2	1	3
BSE-303.9	3	2	3	2	3	2	2	2	3
Average	2.67	2.11	2.22	2	2.44	2	2	1.56	2.33

Table 2.BSE-304: CO-PO matrix for the course BSE-304

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-304.1	3	2	3	2	2	2	2	1	3
BSE-304.2	3	2	3	2	2	2	2	1	3
BSE-304.3	3	2	3	2	2	2	2	1	3
Average	3	2	3	2	2	2	2	1	3

Table 2.BSE-305: CO-PO matrix for the course BSE-305

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-305.1	3	2	3	2	3	2	2	1	3
BSE-305.2	3	2	3	2	3	2	2	1	3
BSE-305.3	3	2	3	2	3	2	2	1	3
Average	3	2	3	2	3	2	2	1	3

Table 2.BSE-306: CO-PO matrix for the course BSE-306

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-306.1	2	2	3	1	2	2	2	2	3
BSE-306.2	2	2	3	1	2	2	2	2	3
BSE-306.3	2	2	3	2	2	2	2	2	3
BSE-306.4	2	3	3	2	1	2	2	2	3
BSE-306.5	2	2	3	2	1	1	2	2	3
BSE-306.6	2	2	3	1	2	1	1	2	3
BSE-306.7	2	2	3	2	1	2	1	2	3
BSE-306.8	2	2	3	1	2	2	2	2	3
BSE-306.9	2	3	3	2	2	1	2	2	3
Average	2	2.22	3	1.56	1.67	1.67	1.78	2	3

Table 2.BSE-307: CO-PO matrix for the course BSE-307

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-307.1	3	2	3	2	2	2	2	2	3
BSE-307.2	3	2	3	2	2	2	2	2	3
BSE-307.3	3	2	3	2	2	2	2	2	3
BSE-307.4	3	2	3	1	2	2	1	2	3
BSE-307.5	3	2	3	1	2	2	1	2	3
BSE-307.6	3	2	3	2	2	2	1	2	3
BSE-307.7	3	2	3	1	2	2	2	2	3
BSE-307.8	3	2	3	1	2	2	1	2	3
BSE-307.9	3	2	3	2	2	2	1	2	3
Average	3	2	3	1.56	2	2	1.44	2	3

CO-PSO Mapping matrices

Table 3.BSE-301: CO-PSO matrix for the course BSE-301

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-301.1	1	2	2	3	1	1	2	2
BSE-301.2	1	2	2	3	1	1	2	2
BSE-301.3	2	2	2	2	1	3	2	2
BSE-301.4	2	3	3	2	2	1	3	2
BSE-301.5	2	1	3	3	3	3	2	3
BSE-301.6	2	2	3	2	3	1	2	2
BSE-301.7	2	2	1	2	1	1	2	3
BSE-301.8	2	2	3	2	3	3	3	2
BSE-301.9	2	3	2	2	3	1	3	1
Average	1.78	2.11	2.33	2.33	2	1.67	2.33	2.11

Table 3.BSE-302: CO-PSO matrix for the course BSE-302

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-302.1	2	3	1	1	3	3	2	2
BSE-302.2	2	0	1	1	3	1	2	2
BSE-302.3	2	1	1	1	3	1	2	2
BSE-302.4	2	3	2	3	1	1	2	1
BSE-302.5	2	1	2	1	1	3	2	2
BSE-302.6	2	3	2	3	2	3	1	2
BSE-302.7	2	3	3	3	3	3	2	1
BSE-302.8	1	3	3	2	3	3	1	3
BSE-302.9	2	3	3	1	3	3	2	3
Average	1.89	2.22	2	1.78	2.44	2.33	1.78	2

Table 3.BSE-303: CO-PSO matrix for the course BSE-303

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-303.1	3	1	2	3	3	1	2	1
BSE-303.2	3	3	2	3	1	1	2	1
BSE-303.3	3	3	2	1	3	1	2	1
BSE-303.4	1	3	3	1	1	2	2	1
BSE-303.5	2	3	2	2	3	2	2	1
BSE-303.6	2	1	2	2	1	1	2	1
BSE-303.7	2	1	2	3	1	1	2	1
BSE-303.8	3	2	3	3	3	3	1	1
BSE-303.9	2	1	2	2	2	2	2	1
Average	2.33	2	2.22	2.22	2	1.56	1.89	1

Table 3.BSE-304: CO-PSO matrix for the course BSE-304

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-304.1	1	2	3	2	2	3	2	1
BSE-304.2	1	2	3	2	3	3	2	1
BSE-304.3	1	2	3	2	3	3	2	1
Average	1	2	3	2	2.67	3	2	1

Table 3.BSE-305: CO-PSO matrix for the course BSE-305

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-305.1	1	2	3	3	1	3	2	2
BSE-305.2	1	2	3	3	3	3	2	2
BSE-305.3	1	2	3	3	3	3	2	2
Average	1	2	3	3	2.33	3	2	2

Table 3.BSE-306: CO-PSO matrix for the course BSE-306

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-306.1	3	3	2	2	1	1	1	2
BSE-306.2	1	3	3	3	3	3	3	2
BSE-306.3	3	3	2	3	1	1	1	3
BSE-306.4	1	2	2	3	3	3	1	1
BSE-306.5	1	1	2	3	3	1	1	2
BSE-306.6	2	3	2	1	1	1	1	1
BSE-306.7	2	3	3	2	3	3	1	3
BSE-306.8	3	3	3	2	1	2	1	2
BSE-306.9	2	1	2	2	3	3	1	1
Average	2	2.44	2.33	2.33	2.11	2	1.22	1.89

Table 3.BSE-307: CO-PSO matrix for the course BSE-307

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-307.1	2	2	1	2	1	1	1	1
BSE-307.2	2	2	2	2	1	3	1	1
BSE-307.3	2	3	2	2	2	1	1	1
BSE-307.4	2	3	3	3	2	3	1	1
BSE-307.5	2	2	3	3	2	3	1	1
BSE-307.6	2	3	3	3	1	3	1	1
BSE-307.7	2	3	2	2	3	3	1	1
BSE-307.8	2	2	2	2	1	2	1	1
BSE-307.9	2	1	2	2	3	1	1	1
Average	2	2.33	2.22	2.33	1.78	2.22	1	1

SEMESTER-IV

CO-PO Mapping matrices

Table 2.BSE-401A: CO-PO matrix for the course BSE-401A

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401A.1	3	2	2	1	2	2	2	2	1
BSE-401A.2	3	2	2	1	2	2	2	2	1
BSE-401A.3	3	2	2	2	2	1	2	1	1
BSE-401A.4	3	2	2	2	2	1	2	1	2
BSE-401A.5	3	2	3	2	2	2	2	2	2
BSE-401A.6	3	2	3	2	2	2	2	1	1
BSE-401A.7	3	3	2	1	2	1	2	2	1
BSE-401A.8	3	2	2	2	2	1	2	2	2
BSE-401A.9	3	3	2	1	2	2	2	1	2
Average	3	2.22	2.22	1.56	2	1.56	2	1.56	1.44

Table 2.BSE-401B: CO-PO matrix for the course BSE-401B

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401B.1	3	2	2	2	2	2	2	2	1
BSE-401B.2	3	2	2	2	2	2	2	2	1
BSE-401B.3	3	2	2	2	2	2	2	2	2
BSE-401B.4	2	2	2	2	3	2	1	1	2
BSE-401B.5	2	2	2	2	2	2	1	1	2
BSE-401B.6	2	2	2	3	6	2	2	2	3
BSE-401B.7	3	2	3	3	3	2	1	1	3
BSE-401B.8	3	2	2	2	2	2	2	2	2
BSE-401B.9	2	2	2	2	2	2	2	2	2
Average	2.56	2	2.11	2.22	2.67	2	1.67	1.67	2

Table 2.BSE-401C: CO-PO matrix for the course BSE-401C

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401C.1	3	2	2	2	2	2	2	2	2
BSE-401C.2	3	2	3	2	2	2	2	2	2
BSE-401C.3	3	2	2	2	3	2	2	2	2
BSE-401C.4	3	2	3	2	3	2	2	2	3
BSE-401C.5	3	2	3	2	2	1	2	2	3
BSE-401C.6	3	2	2	3	2	1	3	2	3
BSE-401C.7	3	2	2	3	2	2	3	2	3
BSE-401C.8	3	2	3	3	2	2	3	2	3
BSE-401C.9	3	2	3	2	2	2	3	2	3
Average	3	2	2.56	2.33	2.22	1.78	2.44	2	2.67

Table 2.BSE-401D: CO-PO matrix for the course BSE-401D

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401D.1	3	2	2	2	2	2	2	2	3
BSE-401D.2	3	2	2	2	2	2	2	2	2
BSE-401D.3	3	3	2	2	2	2	3	2	3
BSE-401D.4	3	3	2	2	2	3	3	1	3
BSE-401D.5	3	2	2	2	2	2	2	1	2
BSE-401D.6	3	2	2	2	2	2	3	2	2
BSE-401D.7	3	2	3	3	3	2	3	1	3
BSE-401D.8	3	2	3	3	3	3	2	1	3
BSE-401D.9	3	2	2	2	2	3	2	2	2
Average	3	2.22	2.22	2.22	2.22	2.33	2.44	1.56	2.56

Table 2.BSE-401E: CO-PO matrix for the course BSE-401E

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401E.1	3	2	3	2	2	2	2	1	2
BSE-401E.2	3	2	3	2	2	2	3	2	3
BSE-401E.3	3	2	3	2	3	2	3	1	3
BSE-401E.4	3	1	2	2	2	1	2	2	2
BSE-401E.5	3	1	3	2	2	1	2	2	3
BSE-401E.6	2	2	2	3	3	2	2	1	3
BSE-401E.7	3	2	3	2	2	1	2	2	3
BSE-401E.8	3	2	3	3	2	2	3	1	3
BSE-401E.9	2	2	3	2	3	2	2	2	3
Average	2.78	1.78	2.78	2.22	2.33	1.67	2.33	1.56	2.78

Table 2.BSE-401F: CO-PO matrix for the course BSE-401F

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401F.1	3	2	2	2	2	2	2	2	1
BSE-401F.2	3	2	2	2	2	2	2	2	2
BSE-401F.3	3	2	2	2	2	2	2	2	1
BSE-401F.4	3	1	2	2	2	1	2	2	2
BSE-401F.5	3	1	3	2	3	1	2	2	3
BSE-401F.6	3	2	2	2	3	2	3	3	2
BSE-401F.7	3	3	2	2	2	1	3	3	1
BSE-401F.8	3	1	2	2	2	1	2	3	2
BSE-401F.9	3	2	2	2	2	2	3	3	1
Average	3	1.78	2.11	2	2.22	1.56	2.33	2.44	1.67

Table 2.BSE-401G: CO-PO matrix for the course BSE-401G

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401G.1	3	2	3	2	3	2	2	2	3
BSE-401G.2	3	2	3	2	3	2	2	1	3
BSE-401G.3	3	2	3	2	3	2	2	2	2
BSE-401G.4	3	2	3	2	2	2	2	1	2
BSE-401G.5	3	2	3	2	3	2	2	2	2
BSE-401G.6	3	2	3	2	3	2	2	1	3
BSE-401G.7	3	2	3	3	3	2	2	2	3
BSE-401G.8	3	3	3	3	3	2	3	1	3
BSE-401G.9	3	2	2	2	3	2	3	2	2
Average	3	2.11	2.89	2.22	2.89	2	2.22	1.56	2.56

Table 2.BSE-402A: CO-PO matrix for the course BSE-402A

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-402A.1	3	2	2	2	2	2	2	2	2
BSE-402A.2	3	2	2	2	2	2	2	2	2
BSE-402A.3	3	3	2	2	2	2	3	2	2
BSE-402A.4	3	2	2	2	3	2	2	1	3
BSE-402A.5	3	2	2	2	3	2	3	2	2
BSE-402A.6	3	3	3	3	3	2	2	1	3
BSE-402A.7	3	2	3	3	3	2	2	2	3
BSE-402A.8	3	2	3	2	3	2	2	1	3
BSE-402A.9	3	2	3	2	3	2	2	2	3
Average	3	2.22	2.44	2.22	2.67	2	2.22	1.67	2.56

Table 2.BSE-402B: CO-PO matrix for the course BSE-402B

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-402B.1	3	2	2	2	2	2	2	2	2
BSE-402B.2	3	2	2	1	2	2	2	1	2
BSE-402B.3	3	2	2	2	2	2	2	1	2
BSE-402B.4	3	2	2	1	2	2	2	2	2
BSE-402B.5	3	2	3	1	3	2	3	2	3
BSE-402B.6	3	2	3	3	3	2	3	2	3
BSE-402B.7	3	2	3	2	3	2	2	1	3
BSE-402B.8	3	2	3	2	3	2	2	2	3
BSE-402B.9	3	2	3	1	3	2	2	2	2
Average	3	2	2.56	1.67	2.56	2	2.22	1.67	2.44

Table 2.BSE-402C: CO-PO matrix for the course BSE-402C

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-402C.1	3	2	2	2	2	2	3	1	2
BSE-402C.2	3	2	2	2	2	2	2	2	2
BSE-402C.3	3	3	2	2	2	1	2	1	2
BSE-402C.4	3	2	2	2	2	1	2	2	3
BSE-402C.5	3	3	2	2	2	2	1	1	3
BSE-402C.6	3	2	3	3	3	2	2	2	2
BSE-402C.7	3	2	3	3	2	1	2	2	2
BSE-402C.8	3	2	3	3	3	2	2	2	3
BSE-402C.9	3	2	3	2	3	2	3	1	3
Average	3	2.22	2.44	2.33	2.33	1.67	2.11	1.56	2.44

Table 2.BSE-403: CO-PO matrix for the course BSE-403

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-403.1	3	1	3	3	2	1	2	2	2
BSE-403.2	3	1	3	3	2	2	2	1	2
BSE-403.3	3	2	3	3	2	1	2	1	2
BSE-403.4	3	1	3	3	2	1	1	2	2
BSE-403.5	3	2	3	3	3	2	1	1	2
BSE-403.6	3	2	3	3	3	2	2	2	2
BSE-403.7	3	1	3	3	2	2	2	1	2
BSE-403.8	3	2	3	3	2	1	1	2	2
BSE-403.9	3	2	3	3	2	2	2	2	2
Average	3	1.56	3	3	2.22	1.56	1.67	1.56	2

Table 2.BSE-404: CO-PO matrix for the course BSE-404

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-404.1	3	2	3	3	3	2	2	1	3
BSE-404.2	3	2	3	2	2	2	2	1	3
BSE-404.3	3	2	3	3	3	2	2	1	3
Average	3	2	3	2.67	2.67	2	2	1	3

Table 2.BSE-405: CO-PO matrix for the course BSE-405

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-405.1	3	2	3	2	3	1	2	2	3
BSE-405.2	3	2	3	2	3	2	1	2	3
Average	3	2	3	2	3	1.5	1.5	2	3

Table 2.BSE-406: CO-PO matrix for the course BSE-406

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9

BSE-406.1	3	2	3	3	3	2	2	1	3
BSE-406.2	3	2	3	2	3	2	2	1	2
Average	3	2	3	2.5	3	2	2	1	2.5

CO-PSO Mapping matrices

Table 3.BSE-401A: CO-PSO matrix for the course BSE-401A

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401A.1	3	1	2	1	3	2	2	1
BSE-401A.2	3	3	2	1	3	2	2	1
BSE-401A.3	2	1	3	2	3	3	2	1
BSE-401A.4	1	2	2	1	3	3	2	1
BSE-401A.5	2	1	3	3	1	3	3	1
BSE-401A.6	1	2	2	3	3	3	2	1
BSE-401A.7	2	3	2	3	2	1	1	1
BSE-401A.8	2	1	2	3	3	3	1	1
BSE-401A.9	2	3	1	3	3	2	2	1
Average	2	1.89	2.11	2.22	2.67	2.44	1.89	1

Table 3.BSE-401B: CO-PSO matrix for the course BSE-401B

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401B.1	3	1	2	3	3	2	2	1
BSE-401B.2	3	2	3	3	3	3	2	1
BSE-401B.3	3	3	1	3	3	3	3	1
BSE-401B.4	1	1	2	3	3	1	2	1
BSE-401B.5	3	2	3	3	3	2	2	1
BSE-401B.6	3	3	3	1	2	3	1	1
BSE-401B.7	1	2	3	1	3	1	3	1
BSE-401B.8	1	3	2	2	2	2	2	1
BSE-401B.9	3	3	3	2	3	2	1	1
Average	2.33	2.22	2.44	2.33	2.78	2.11	2	1

Table 3.BSE-401C: CO-PSO matrix for the course BSE-401C

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401C.1	2	2	1	1	3	1	1	1
BSE-401C.2	3	2	2	1	3	2	2	1
BSE-401C.3	2	2	1	0	3	0	1	3
BSE-401C.4	3	3	3	3	3	3	3	1
BSE-401C.5	3	3	3	1	3	3	1	1
BSE-401C.6	1	3	0	1	3	1	2	3
BSE-401C.7	2	1	3	3	3	3	3	1
BSE-401C.8	2	2	2	3	1	3	3	3
BSE-401C.9	2	1	3	3	1	3	3	3

Average	2.22	2.11	2	1.78	2.56	2.11	2.11	1.89

Table 3.BSE-401D: CO-PSO matrix for the course BSE-401D

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401D.1	3	2	2	2	3	2	2	2
BSE-401D.2	3	2	1	3	3	2	1	2
BSE-401D.3	3	3	2	1	3	3	2	2
BSE-401D.4	3	2	1	2	3	1	1	2
BSE-401D.5	1	3	3	1	1	2	2	1
BSE-401D.6	1	1	3	3	3	3	3	2
BSE-401D.7	2	1	3	1	3	3	3	3
BSE-401D.8	2	3	3	2	3	3	2	3
BSE-401D.9	2	2	2	2	1	2	1	2
Average	2.22	2.11	2.22	1.89	2.56	2.33	1.89	2.11

Table 3.BSE-401E: CO-PSO matrix for the course BSE-401E

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401E.1	2	3	1	1	2	1	1	1
BSE-401E.2	2	1	3	2	2	2	1	1
BSE-401E.3	3	2	1	1	2	1	3	1
BSE-401E.4	3	3	2	1	3	1	1	1
BSE-401E.5	1	2	3	3	3	3	1	1
BSE-401E.6	3	3	1	3	3	1	3	1
BSE-401E.7	1	1	3	3	3	3	2	1
BSE-401E.8	2	2	1	3	2	3	2	1
BSE-401E.9	2	2	3	3	1	3	2	1
Average	2.11	2.11	2	2.22	2.33	2	1.78	1

Table 3.BSE-401F: CO-PSO matrix for the course BSE-401F

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401F.1	3	2	2	2	1	1	1	2
BSE-401F.2	3	3	1	2	2	2	1	2
BSE-401F.3	2	2	2	2	1	1	1	2
BSE-401F.4	3	2	2	3	3	3	1	2
BSE-401F.5	3	2	3	3	3	3	2	1
BSE-401F.6	3	3	3	1	3	2	3	1
BSE-401F.7	3	3	2	1	3	3	3	1
BSE-401F.8	3	2	3	2	1	1	1	1
BSE-401F.9	3	3	2	2	2	3	2	1
Average	2.89	2.44	2.22	2	2.11	2.11	1.67	1.44

Table 3.BSE-401G: CO-PSO matrix for the course BSE-401G

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-401G.1	3	1	3	2	2	3	1	1

BSE-401G.2	2	1	1	3	3	3	3	1
BSE-401G.3	2	2	1	3	3	1	1	1
BSE-401G.4	2	3	3	1	3	3	3	1
BSE-401G.5	2	3	3	3	3	3	3	1
BSE-401G.6	2	1	3	3	1	3	1	1
BSE-401G.7	2	3	3	1	1	3	2	1
BSE-401G.8	2	2	3	1	3	1	1	1
BSE-401G.9	2	3	1	2	2	1	1	1
Average	2.11	2.11	2.33	2.11	2.33	2.33	1.78	1

Table 3.BSE-402A: CO-PSO matrix for the course BSE-402A

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-402A.1	3	1	1	1	1	1	1	1
BSE-402A.2	3	3	2	3	1	2	2	2
BSE-402A.3	1	1	1	1	2	1	3	2
BSE-402A.4	2	2	1	3	1	3	2	3
BSE-402A.5	2	2	1	1	1	3	3	1
BSE-402A.6	2	1	3	2	3	3	3	1
BSE-402A.7	2	2	3	3	3	1	2	1
BSE-402A.8	2	3	3	3	3	2	2	1
BSE-402A.9	1	3	3	3	3	1	2	1
Average	2	2	2	2.22	2	1.89	2.22	1.44

Table 3.BSE-402B: CO-PSO matrix for the course BSE-402B

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-402B.1	2	3	2	2	1	2	3	2
BSE-402B.2	2	2	1	1	2	2	1	2
BSE-402B.3	2	2	2	2	2	2	1	2
BSE-402B.4	2	2	2	3	2	2	2	2
BSE-402B.5	2	2	3	3	2	3	2	2
BSE-402B.6	2	3	2	3	2	3	2	3
BSE-402B.7	2	3	3	3	3	2	2	2
BSE-402B.8	2	2	3	3	3	3	2	2
BSE-402B.9	2	3	2	2	2	2	3	2
Average	2	2.44	2.22	2.44	2.11	2.33	2	2.11

Table 3.BSE-402C: CO-PSO matrix for the course BSE-402C

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-402C.1	3	3	2	2	1	3	2	2
BSE-402C.2	2	3	2	2	2	3	2	2
BSE-402C.3	3	3	2	2	2	2	2	2
BSE-402C.4	1	3	1	2	2	2	2	1
BSE-402C.5	2	3	2	3	2	3	2	1
BSE-402C.6	1	3	2	3	3	3	2	1
BSE-402C.7	2	3	3	3	3	3	2	1

BSE-402C.8	2	3	2	3	3	3	2	1
BSE-402C.9	3	3	3	3	2	2	2	1
Average	2.11	3	2.11	2.56	2.22	2.67	2	1.33

Table 3.BSE-403: CO-PSO matrix for the course BSE-403

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-403.1	2	2	2	3	3	2	3	1
BSE-403.2	2	2	3	3	3	2	3	2
BSE-403.3	2	1	2	3	3	2	3	2
BSE-403.4	2	3	2	3	3	3	3	1
BSE-403.5	2	3	3	3	3	3	3	2
BSE-403.6	2	3	3	3	3	3	3	2
BSE-403.7	2	2	3	1	3	3	3	2
BSE-403.8	2	2	2	2	2	2	3	2
BSE-403.9	2	3	3	1	2	2	3	2
Average	2	2.33	2.56	2.44	2.78	2.44	3	1.78

Table 3.BSE-404: CO-PSO matrix for the course BSE-404

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-404.1	1	3	3	3	3	2	2	2
BSE-404.2	1	2	3	3	3	3	2	2
BSE-404.3	1	3	3	3	2	3	2	2
Average	1	2.67	3	3	2.67	2.67	2	2

Table 3.BSE-405: CO-PSO matrix for the course BSE-405

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-405.1	1	2	3	2	3	3	3	3
BSE-405.2	1	2	3	2	3	3	3	3
Average	1	2	3	2	3	3	3	3

Table 3.BSE-406: CO-PSO matrix for the course BSE-406

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**
BSE-406.1	1	3	3	3	3	3	2	2
BSE-406.2	1	3	3	3	3	3	2	2
Average	1	3	3	3	3	3	3	3

Table 4: CO-PO-PSO Mapping matrix for B. Ed. Special Education (V.I.)

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-101	3	2	2	1.89	2	1.56	2	2	2	2.44	2	2	1.78	1.67	2.44	2.33	2.33
BSE-102	3	2.67	2.67	2.22	2.67	2	2.22	2.22	2.33	3	2.33	2.33	2.56	2.22	2.22	2.33	2.22
BSE-103	3	2.67	2.33	2	2.33	2	2.11	1.56	2.56	2.11	2.22	2.33	2.11	2	2.22	2.22	1.78
BSE-104	3	2.44	2.44	2	2.44	2	2.33	1.89	2.44	2	2.44	2.33	2.11	1.89	2.22	2	1.78
BSE-105	3	2.67	2.56	2.33	2.78	2	1.56	1.56	2.44	2.11	2.78	2	2.11	2.11	2.11	2.22	2.11
BSE-106	3	2.67	3	2.33	3	2	2	2	3	2.33	1.67	2.33	2	2.33	2.33	2	2.33
BSE-201	3	2.22	2.56	2.22	2.33	2	1.89	2.22	2.33	2.11	2.11	1.89	2.22	1.89	2	1.89	1.89
BSE-202&203AI	3	2	2.56	2.22	3	2	2.33	2	2.67	2.11	2.11	2.22	1.78	2	2	1.78	2.22
BSE-202&203BI	3	2	2.56	2.22	3	2	2.33	2	2.67	2	2.44	2.11	2.33	2.22	1.89	1.89	2.11
BSE-202&203BII	3	2.44	2.33	2.22	2.89	2	2.33	2	2.67	2.11	2	2.11	2.22	2.11	2.22	1.44	1.78
BSE-202&203CI	3	2	2.33	2.22	2.89	2	2.33	2	2.67	1.89	2.22	3	2.22	2.33	2.44	2	1.67
BSE-202&203CII	2.67	2.22	2.56	1.89	2.67	1.67	2	2	2.56	1.67	2.22	2.33	2	2.11	1.56	1.89	2.11
BSE-204	2.78	2.44	2.22	1.89	2.22	1.89	2.22	2.33	2.44	2.33	1.78	2.44	2.11	2.22	2	2	1.78
BSE-205	3	2.11	2.56	2.22	3	2.22	1.78	1.67	2.44	2.11	2.33	2.11	2.33	1.89	2.33	1.78	2
BSE-206	3	1	3	2	3	2	2	1	3	1	2.33	3	2	2.67	2	2	1.67
BSE-301	3	2.67	2.89	2.22	2.78	2.22	2.22	2	2.78	1.78	2.11	2.33	2.33	2	1.67	2.33	2.11
BSE-302	3	2.33	2.78	2.44	2.67	2	2	1.56	2.78	1.89	2.22	2	1.78	2.44	2.33	1.78	2
BSE-303	2.67	2.11	2.22	2	2.44	2	2	1.56	2.33	2.33	2	2.22	2.22	2	1.56	1.89	1
BSE-304	3	2	3	2	2	2	2	1	3	1	2	3	2	2.67	3	2	1
BSE-305	3	2	3	2	3	2	2	1	3	1	2	3	3	2.33	3	2	2
BSE-306	2	2.22	3	1.56	1.67	1.67	1.78	2	3	2	2.44	2.33	2.33	2.11	2	1.22	1.89
BSE-307	3	2	3	1.56	2	2	1.44	2	3	2	2.33	2.22	2.33	1.78	2.22	1	1
BSE-401A	3	2.22	2.22	1.56	2	1.56	2	1.56	1.44	2	1.89	2.11	2.22	2.67	2.44	1.89	1
BSE-401B	2.56	2	2.11	2.22	2.67	2	1.67	1.67	2	2.33	2.22	2.44	2.33	2.78	2.11	2	1
BSE-401C	3	2	2.56	2.33	2.22	1.78	2.44	2	2.67	2.22	2.11	2	1.78	2.56	2.11	2.11	1.89
BSE-401D	3	2.22	2.22	2.22	2.22	2.33	2.44	1.56	2.56	2.22	2.11	2.22	1.89	2.56	2.33	1.89	2.11
BSE-401E	2.78	1.78	2.78	2.22	2.33	1.67	2.33	1.56	2.78	2.11	2.11	2	2.22	2.33	2	1.78	1
BSE-401F	3	1.78	2.11	2	2.22	1.56	2.33	2.44	1.67	2.89	2.44	2.22	2	2.11	2.11	1.67	1.44
BSE-401G	3	2.11	2.89	2.22	2.89	2	2.22	1.56	2.56	2.11	2.11	2.33	2.11	2.33	2.33	1.78	1
BSE-402A	3	2.22	2.44	2.22	2.67	2	2.22	1.67	2.56	2	2	2	2.22	2	1.89	2.22	1.44

BSE-402B	3	2	2.56	1.67	2.56	2	2.22	1.67	2.44	2	2.44	2.22	2.44	2.11	2.33	2	2.11
BSE-402C	3	2.22	2.44	2.33	2.33	1.67	2.11	1.56	2.44	2.11	3	2.11	2.56	2.22	2.67	2	1.33
BSE-403	3	1.56	3	3	2.22	1.56	1.67	1.56	2	2	2.33	2.56	2.44	2.78	2.44	3	1.78
BSE-404	3	2	3	2.67	2.67	2	2	1	3	1	2.67	3	3	2.67	2.67	2	2
BSE-405	3	2	3	2	3	1.5	1.5	2	3	1	2	3	2	3	3	3	3
BSE-406	3	2	3	2.5	3	2	2	1	2.5	1	3	3	3	3	3	2	2

C. Attainment of COs:

Table 5: CO Attainment levels for Internal Assessment

Attainment Level	
1 (Low level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	70 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	80 % of students score more than 60% of marks in internal assessment and end semester examination

Table 6: CO Attainment levels for End Semester Examination (ESE)

Attainment Level	
1 (Low level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	70 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	80 % of students score more than 60% of marks in internal assessment and end semester examination

Overall CO Attainment level:

Overall COs attainment level=50% of CO attainment level in Internal Assessment+50% of CO attainment level in End Semester Examination

D. Attainment of POs:

The overall attainment level of POs is based on the values obtained by using direct and indirect methods in the ratio 80:20. PO attainment values obtained using direct method are computed as detailed in Table 7 below.

Table 7: PO Attainment Values using Direct Method

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-101									
BSE-102									
BSE-103									
BSE-104									
BSE-105									
BSE-106									
BSE-201									
BSE-202&203AI									

BSE-202&203BI									
BSE-202&203BII									
BSE-202&203CI									
BSE-202&203CII									
BSE-204									
BSE-205									
BSE-206									
BSE-301									
BSE-302									
BSE-303									
BSE-304									
BSE-305									
BSE-306									
BSE-307									
BSE-401A									
BSE-401B									
BSE-401C									
BSE-401D									
BSE-401E									
BSE-401F									
BSE-401G									
BSE-402A									
BSE-402B									
BSE-402C									
BSE-403									
BSE-404									
BSE-405									
BSE-406									
Direct PO Attainment	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values			

The PO attainment values to be filled in the above table can be obtained as follows:

For BSE-101-PO1 Cell: PO1 attainment value = (Mapping factor of BSE-101-PO1 from Table 4 x Overall CO attainment value for the course BSE-101)/3.
Same method can be used to obtain attainment values for the other POs.

In order to obtain the PO attainment using the indirect method, a student exit survey based on questionnaire of POs may be conducted at the end of last semester of the program, as per the following format:

Table 8: Questionnaire for indirect measurement of PO attainment (For outgoing students)

At the end of my degree program I am able to do:

	Please tick any one		
Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.	3	2	1
Develop an understanding of education as an agenda for the nation and its policies, visions and efforts in evolving a national system of education.	3	2	1
Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.	3	2	1
Develop understanding about teaching, pedagogy, school management and community involvement in general education and Inclusive settings.	3	2	1
Inculcate a sense of responsibility towards the society and respect for human life and dignity.	3	2	1
Promote co-operative teaching where two or more teachers offer a course and jointly interact with the same class particularly to facilitate multi-disciplinary analysis of problems.	3	2	1
Indirect PO attainment	Average of the responses from the outgoing students for each PO		
Scale: 3: Strongly Agree; 2: Agree; 1: Average			

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:
Overall attainment value for PO1=0.8xaverage attainment value for PO1 using direct method (from table 7) + 0.2xaverage response of outgoing students for PO1.

Table 9: Overall PO attainment values

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment									
Target	2	2	2	2	1.5	2	2	2	2

The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.

DEPARTMENT OF FOREIGN LANGUAGE
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of Examination of One Year Certificate of Proficiency in French w.e.f. Session 2020-2021, Under Choice Based Credit System

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory /Viva-Voce Exam.	Internal Assessment	Total	Duration
CIF-I01	Grammar and Written Expression	6	6	80	20	100	3 Hrs
CIF-102	Viva-Voce	4	-	100	-	100	--
CIF-103	Open Elective (Personality Development)	2	2	40	10	50	2 Hrs
Total Credit Marks		**12**	**8**	**-**	**-**	**250**	**--**

(a) 80 Marks for external Examination and 20 Marks for Internal Assessment.

(b) 100 Marks for Viva-Voce.

CIF-101
Grammar and Written Expression

Credit: 6 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

1. Basic elements of grammar as covered in the prescribed text book, such as 50
a) Determinants
b) Preposition
c) Adjective: demonstrative, interrogative and possessive.
d) Pronoun: Personal, possessive, demonstrative, interrogative
e) Present Tense
f) Past tense
g) Future tense
h) Imperfect tense
i) Adverb
j) Imperative
k) Comparative and superlative

2. Short questions on civilization: Short questions on day-to-day life in France i.e. names of cities, rivers, mountains, periodicals, authors, important abbreviations, etc. are to be asked. 5

3. Translation (English to French) 5
4. Translation (French to English) 5
5. Comprehension 5
6. Paragraph writing 10

Prescribed Text Book
Connexions –I Didier
Internal Assessment in each theory paper w.e.f. 2011-12 based on the following criteria:

(i) Two Handwritten Assignments : 10%
(Ist Assignment after one month & IInd Assignment after two months)

(ii) One Class Test : 5%
(one period duration)

(iii) Attendance : 5%
Marks for Attendance will be given as under:

(1) 91% onwards : 5 marks
(2) 81% to 90% : 4 marks
(3) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*

*For students engaged in co-curricular activities of the colleges only/authenticated medical grounds duly approved by the concerned Principal.

CIF-102
Viva-Voce

Credit: 4 **Max. Marks: 100**

The students will be examined by an external examiner. The students are expected to read simple texts and express themselves in simple French on general questions.

Note:- The minimum marks to pass the examination shall be as under:

(a) 28% marks in each paper i.e. I& II.

(b) 40% marks in aggregate.

DEPARTMENT OF FOREIGN LANGUAGE
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of Examination of One Year Diploma of Proficiency in French w.e.f. Session 2020-21
Under Choice Based Credit System

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory /Viva-Voce Exam.	Internal Assessment	Total	Duration
DIF-201	Grammar & written comprehension	3	3	80	20	100	3 Hrs
DIF-202	Written Expression and Translation	3	3	80	20	100	3 Hrs
DIF-203	Viva-Voce	2	-	100	-	100	--
DIF-204	Open Elective (English Communication-I)	2	2	40	10	50	2 Hrs
Total Credit Marks		**10**	**08**	**-**	**-**	**350**	**--**

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment in each theory paper.
(b) 100 marks for Viva-Voce.

DIF-201

Grammar and Written Comprehension

Credit: 3 **Max. Marks: 100**

Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

1. Basic elements of grammar covered in the text-book, such as
a) All the elements covered in C.O.P.
b) Pronouns
c) Future antérieur
d) Plus-que Parfait
e) Present conditional
f) Present subjective
g) Passive Voice

50

2. Two comprehensions

20x2 = 30

Prescribed Text Book
Connexions –II Didier

DIF-202
Written Expression and Translation

Credit: 3 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

1. Paragraph writing: Two topics are to be attempted out of four	15x2 = 30
2. Civilisation: Short questions on day to day life in France	20
3. Translation: English to French	15
4. Translation: French to English	15

Prescribed Text Book
Connexions –II Didier

Internal Assessment in each theory paper w.e.f. 2011-12 based on the following criteria:

(i) Two Handwritten Assignments : 10%
(Ist Assignment after one month & IInd Assignment after two months)

(ii) One Class Test : 5%
(one period duration)

(iii) Attendance : 5%
Marks for Attendance will be given as under:

(1) 91% onwards : 5 marks
(2) 81% to 90% : 4 marks
(3) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*

*For students engaged in co-curricular activities of the colleges only/authenticated medical grounds duly approved by the concerned Principal.

DIF-203
Viva-Voce

Credit: 2 **Max. Marks: 100**

The students will be examined by an external examiner. The students are expected to read texts and answer questions on the text. Moreover, they should be able to express themselves in French and give their opinions on issues of general interest.

Note:- The minimum marks to pass the examination shall be as under:

(a) 28 % marks in each paper i.e. I, II & III

(b) 40% marks in aggregate.

DEPARTMENT OF FOREIGN LANGUAGE
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of Examination of Advance Diploma of Proficiency in French w.e.f. Session 2020-21 under Choice Based Credit System

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory/Viva -Voce Exam.	Internal Assessment	Total	Duration
ADF-301	Grammar and written expression	2	2	80	20	100	3 Hrs
ADF-302	Introduction to French Literature	2	2	80	20	100	3 Hrs
ADF-303	History and Civilization of France	2	2	80	20	100	3 Hrs
ADF-304	Viva-Voce	2	-	100	-	100	--
ADF-305	Open Elective (English Communication-II)	2	2	40	10	50	2 Hrs
Total (Credit Marks)		**10**	**8**	**-**	**-**	**450**	**--**

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment in each theory paper.

(b) 100 marks for Vivo-Voce.

ADF-301
GRAMMAR AND WRITTEN EXPRESSION

Credit: 2 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

a. Applied Grammar	40 marks
b. Essay or letter	10 marks
c. Comprehension	10 marks
d. Translation from French to English	10 marks
e. Translation from English to French	10 marks

Prescribed Text-Book: Connexions-3 by Régine Mérieux et Yves Loiseau

ADF-302
INTRODUCTION TO FRENCH LITERATURE

Credit: 2 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

Section-A (Novel) 20 marks

Antoine de Saint-Expupéry : Le Petit Prince

Section-B (Poetry) 15x2= 30 marks

a. Victor Hugo : Demain dès l'aube
b. Baudelaire : Invitation au voyage
c. Apollinaire : Sous le pont Mirabeau
d. Jacques Prévert : Le Cancre

Section-C (Drama) Extraits 15x2= 30 marks

a. Sartre : Huis Clos
b. Ionesco : La Cantatrice chauve
c. Samuel Beckett : En attendant Godot
d. Bernard-Marie Koltès : Combat de Nègre et de Chien

Instructions : The student is to answer one question out of two in Section A, and two questions out of three in Section B and C.

COURSES OF READING:

1.Histoire de la littérature française: Lagarde et Michard
2.Histoire de la littérature française: Castex et Surer

ADF-303

HISTORY AND CIVILIZATION OF FRANCE

Credit: 2 **Max. Marks: 100**

Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

Section-A

Long type questions to be asked on History of France from the prescribed text- book. Two questions to be answered out of four: 15x2=30

Section- B

Long type questions to be asked on French Civilization from the prescribed text-book. Two questions to be answered out of four: 15x2=30

Section-C

Short questions to be answered on different aspects of life in France: 20

COURSES OF READING:

1. Histoire de France par Jean Mathieu Hachette (Outils)
2. Civilisation progressive du français par Ross Steele :Clé international

Internal Assessment in each theory paper w.e.f. 2011-12 based on the following criteria:

(i) Two Handwritten Assignments : 10%
(Ist Assignment after one month & IInd Assignment after two months)

(ii) One Class Test : 5%
(one period duration)

(iii) Attendance : 5%

Marks for Attendance will be given as under:

(4) 91% onwards : 5 marks
(5) 81% to 90% : 4 marks
(6) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*

*For students engaged in co-curricular activities of the colleges only/authenticated medical grounds duly approved by the concerned Principal.

ADF-304

Viva-voce (dictation, reading and conversation)

Credit: 2 **Max. Marks: 100**

In the conversation, the student is required to speak on any of the following topics:

a. La vie en ville/ au village
b. La France
c. Mon pays
d. La cuisine
e. Un pique-nique au bord de la mer
f. Mon acteur/Actrice/écrivain favori
g. Mes rêves
h. Un voyage
i. La vie au XXI^{e} siècle
j. L'influence de la télévision/Radio/presse sur les jeunes
k. Le mariage
l. L'amour ou l'argent
m. Si j'étais….,j' …
n. Les souvenirs de mon enfance
o. Les vacances en Inde
p. Une fête indienne

Note: The minimum marks to pass the examination shall be as under:

(a) 35 % marks in each paper I, II, III and IV.

(b) 40 % marks in aggregate

DEPARTMENT OF FOREIGN LANGUAGE
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of Examination of One Year Certificate of Proficiency in German w.e.f. the Session -2020-2021 Under Choice Based Credit System

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory Exam./ Viva-Voce	Internal Assessment	Total	Duration
CIG-101	Grammar & Written Expression	6	6	80	20	100	3 Hrs
CIG-102	Viva-Voce	4	-	100	-	100	--
CIG-103	Open Elective (Personality Development)	2	2	40	10	50	2 Hrs
Total Credit Marks		**12**	**8**	**-**	**-**	**250**	**--**

(a) 80 Marks for external Examination and 20 Marks for Internal Assessment.

(b) 100 Marks for Viva-Voce.

CIG-101
Grammar and Written Expression

Credit: 6 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

1. Basic elements of grammar as covered in the prescribed text book, such as 40

a) Wo, woher, wohin
b) Wer, was, wie.
c) Wie viel, wie viele, wie lange, Uhrzeiten..
d) Akkusativ, einen, keinen, doch usw.
e) Modalverben.
f) Wenn, weil, wann, warum.
g) Dativ
h) Praepositionen mit Akkusativ und Dativ wie aus, bei, durch, fuer usw.
i) Perfekt mit haben und sein.

2.Comprehension of two texts with questions to be answered on it in German (From the text book) 10x 2=20
3. Translation (English into German) 05
4. Translation (German into English) 05
5 A short essay on topics like meine Stadt, meine Universitaet, eine Reise, ein Ausflug usw. 10

Prescribed Text Book
Deutsch als Fremdsprache, IA (BNS 1A)

Internal Assessment in each theory paper w.e.f. 2011-12 based on the following criteria:

(i) Two Handwritten Assignments : 10%
(Ist Assignment after one month & IInd Assignment after two months)

(ii) One Class Test : 5%
(one period duration)

(iii) Attendance : 5%
Marks for Attendance will be given as under:
(1) 91% onwards : 5 marks
(2) 81% to 90% : 4 marks
(3) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*
*For students engaged in co-curricular activities of the colleges only/authenticated medical grounds duly approved by the concerned Principal.

CIG-102
Viva Voce

Credit: 4 **Max. Marks: 100**

The students will be examined by an external examiner. The students will be asked questions in German on day to day life.

Note: - The minimum marks to pass the examination shall be as under:

(a) 28% marks in each paper i.e. I & II

(b) 40% marks in aggregate.

DEPARTMENT OF FOREIGN LANGUAGE
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of Examination of One Year Diploma of Proficiency in German
Session 2020-2021 under Choice Based Credit System

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory/ Viva-Voce Exam.	Internal Assessment	Total	Duration
DIG-201	Grammar & Written comprehension	3	3	80	20	100	3 Hrs
DIG-202	Written Expression and Translation	3	3	80	20	100	3 Hrs
DIG-203	Viva-Voce	2	-	100	-	100	--
DIG-204	Open Elective (English Communication-I)	2	2	40	10	50	2 Hrs
Total Credit Marks		**10**	**8**	**-**	**-**	**350**	**--**

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment in each theory paper.
(b) 100 marks for Viva-Voce.

DIG-201
Grammar and Written Comprehension

Credit: 3 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

1, Gammar 40

a) Nominativ, Akkusativ, Dativ.
b) Modalverben (present tense and past tens)
c) Perfekt mit haben und sein.
d) Praeteritum.
e) Passiv.
f) Praepositionen.
g) Adjektivendungen.

2. Two comprehensions (From the Text book)

20x2 = 40

Prescribed Text Book
Deutsch als Fremdsprache 1B(BNS 1B)

DIG-202
Written Expression and Translation

Credit: 3 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

1. Paragraph writing: Two topics are to be attempted out of four on topics such as ein Fest, eine Reise, Schule, Universitaet usw. 10x2=20
2. Civilisation: Short questions on day to day life in Germany, Austria and Switzerland. 20
3. Translation: English to German. 20
4. Translation: German to English 20

Prescribed Text Book
Deutsch als Fremdsprache 1B(BNS 1B)

Internal Assessment in each theory paper w.e.f. 2011-12 based on the following criteria:

(i) Two Handwritten Assignments : 10%
(Ist Assignment after one month & IInd Assignment after two months)

(ii) One Class Test : 5%
(one period duration)

(iii) Attendance : 5%
Marks for Attendance will be given as under:

(1) 91% onwards : 5 marks
(2) 81% to 90% : 4 marks
(3) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*

*For students engaged in co-curricular activities of the colleges only/authenticated medical grounds duly approved by the concerned Principal.

CIG-203
Viva-Voce

Credit: 2 **Max. Marks: 100**

The students will be examined by an external examiner and are expected to answer all questions in German.

Note:- The minimum marks to pass the examination shall be as under:

(a) 28 % marks in each paper i.e. I, II &.III

(b) 40 % marks in aggregate.

DEPARTMENT OF FOREIGN LANGUAGE
KURUKSHETRA UNIVERSITY, KURUKSHETRA

Scheme of Examination of Advance Diploma of Proficiency in German w.e.f. Session 2020-2021 under Choice Based Credit System

Paper No.	Name of the Subject	No. of Credit	Teaching Scheme (Hrs./Week)	Examination Scheme (Marks)			
				Theory/ Viva-voce Exam.	Internal Assessment	Total	Duration
ADG-301	Grammar and written expression	2	2	80	20	100	3 Hrs
ADG-302	Introduction to German Literature	2	2	80	20	100	3 Hrs
ADG-303	History of Germany	2	2	80	20	100	3 Hrs
ADG-304	Viva-Voce	2	-	100	-	100	--
ADG-305	Open Elective (English Communication-II)	2	2	40	10	50	2 Hrs
Total (Credit Marks)		**10**	**8**	**-**	**-**	**450**	**--**

(a) 80 Marks for External Examination and 20 Marks for Internal Assessment in each theory paper.

(b) 100 marks for Viva-Voce.

ADG-301
Grammar and Written Expression

Credit: 2 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

a. Applied Grammar	20
b. Essay or letter	20
c. Translation from German into English or Hindi	10
d. Translation from English / Hindi into German	10
e. Comprehension	20

Prescribed Text book: Sprachkurs 3.

ADG-302
Introduction to German literature

Credit: 2 **Max. Marks: 100**
Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

a. History of German literature	20
1) Romanticism	
2) Enlightenment	
b. Drama	20
1) Besuch der alten Dame. Duerrenmatt	
c. Prose	20
d. Poem	20

ADG-303
History of Germany

Credit: 2 **Max. Marks: 100**

Time allowed : 3 hrs **Theory: 80, Internal Marks: 20**

a. Reformation and 30 Year war.	16
b. Unification of Germany in 1871	16
c. Germany between 1871 and 1919	16
d. Germany between 1919 and 1933	16
e. World war I.	16

Prescribed Text book: Aus deutscher Vergangenheit.

Internal Assessment in each theory paper w.e.f. 2011-12 based on the following criteria:

(i) Two Handwritten Assignments : 10%
(Ist Assignment after one month & IInd Assignment after two months)

(ii) One Class Test : 5%
(one period duration)

(iii) Attendance : 5%
Marks for Attendance will be given as under:

(1) 91% onwards : 5 marks
(2) 81% to 90% : 4 marks
(3) 75% to 80% : 3 marks
(4) 70% to 75% : 2 marks*
(5) 65% to 70% : 1 mark*

*For students engaged in co-curricular activities of the colleges only / authenticated medical grounds duly approved by the concerned Principal.

ADG-304
Viva-Voce (dictation, reading and conversation)

Credit: 2 **Max. Marks: 100**

Note:- The minimum marks to pass the examination shall be as under:
(a) 35% marks in each paper i.e. I, II,.III and IV.
(b) 40% marks in aggregate.

Fifth Semester

B. Tech (5th Semester) Mechanical Engineering							
HM-905A	**ENTREPRENEURSHIP**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose	To acquaint the knowledge about the entrepreneurship and entrepreneurial process in context of economic development, formalities required in launching a small enterprise, venture capital financing schemes and IPR.						
Course Outcomes							
CO1	Students will be able to understand: who the entrepreneurs are? what competencies are required to become an Entrepreneur?						
CO2	Students will have insights into the management, opportunity search, identification of a product, process of project finalization etc. required for small business enterprises.						
CO3	Students will be able to understand the meaning of small scale enterprise (SSE) and the setup formalities, operational and project management issues in the SSE.						
CO4	Students be able to know the different financial assistances available for the establishment of small scale industrial units and the IPR related issues.						

UNIT-I

Entrepreneurship: Concept and definitions, Entrepreneurship and economic development, classification and types of entrepreneurs, entrepreneurial competencies, factor affecting entrepreneurial Growth– economic, non-economic factors, EDP programmes, entrepreneurial training, traits/qualities of an entrepreneurs, manager vs entrepreneur, entrepreneurial challenges.

UNIT-II

Establishing Small Scale Enterprise: Opportunity scanning and identification, creativity and product development process, market survey and assessment, choice of technology and selection of site.

Planning a Small Scale Enterprises: Financing new/small enterprises, techno-economic feasibility assessment, preparation of business plan, forms of business organization/ownership.

UNIT–III

Small Enterprises and Enterprise Launching Formalities: Definition of small scale, rationale, objective, scopes, SSI, registration, NOC from pollution board, machinery and equipment selection, MSMEs – definition and significance in Indian economy, MSME schemes, operational issues in SSE: financial management issues, operational/project management issues in SSE, marketing management issues in SSE.

UNIT–IV

Institutional Interface for Small Scale Industry/Enterprises, Venture Capital: Concept, venture capital financing schemes offered by various financial institutions in India, legal issues–forming business entity, requirements for formation of a private/public limited company, entrepreneurship and Intellectual property rights: IPR and their importance (Patent, Copy Right, Trademarks), case studies-at least one in whole course.

Text books:

1. Entrepreneurship Development Small Business Enterprises by Poornima M Charantimath, Pearsons pub.
2. Entrepreneurship by Roy Rajiv, Oxford University Press.
3. Innovation and Entrepreneurship by Drucker. F, Peter, Harper business.
4. Entrepreneurship by Robert D. Hisrich, Mathew J. Manimala, Michael P Peters and Dean A. Shepherd, Tata Mc-Graw Hill Publishing Co. ltd. New Delhi.

Reference books:

1. Entrepreneurial Development by Dr. S.S. Khanka, S. Chand Publishing Company.
2. Entrepreneurship and Management of Small and Medium Enterprises by Dr. Vasant Desai, Himalaya Publishing House.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (5th Semester) Mechanical Engineering							
MEC- 301A	**HEAT TRANSFER**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To build a solid foundation in heat transfer and rigorous treatment of governing equations and solution procedures.						
Course Outcomes							
CO1	After completing the course, students will be able to formulate and analyze a heat transfer problem involving any of the three modes of heat transfer.						
CO2	Students will be able to obtain exact solutions for the temperature variation using analytical methods where possible or employ approximate methods or empirical correlations to evaluate the rate of heat transfer.						
CO3	Students will be able to classify and evaluate the design parameters of devices such as heat exchangers and also estimate the insulation needed to reduce heat losses where necessary.						

UNIT-I

Introduction: Definition of heat, modes of heat transfer, basic laws of heat transfer, application of heat transfer, simple problems.

Conduction: Derivation of heat balance equation - steady one dimensional solution for conduction heat transfer in Cartesian, cylindrical and spherical geometry, concept of conduction and film resistances, steady one dimensional heat conduction without internal heat generation, the plane slab, the cylindrical shell, the spherical shell, conduction through composite wall, critical insulation thickness, variable thermal conductivity, steady one dimensional heat conduction with uniform internal heat generation, the plane slab, the cylindrical and spherical systems, heat transfer through fins of uniform cross-section, governing equation, temperature distribution and heat dissipation rate, effectiveness and efficiency of fins.

Transient conduction: Lumped system approximation and Biot number, approximate solution to unsteady conduction heat transfer by the use of Heisler charts.

UNIT-II

Convection: Heat convection, basic equations, boundary layers, forced convection, external and internal flows, natural convective heat transfer, dimensionless parameters for forced and free convection heat transfer, boundary layer analogies, correlations for forced and free convection, approximate solutions to laminar boundary layer equations (momentum and energy) for both internal and external flow, estimating heat transfer rates in laminar and turbulent flow situations using appropriate correlations for free and forced convection. Boiling and Condensation heat transfer, pool boiling curve, Nusselt theory of laminar film condensation.

UNIT-III

Radiation: Interaction of radiation with materials, definitions of radiative properties, monochromatic and total emissive power, Planck's distribution law, Stefan Boltzman's law, Wien's displacement law, Kirchoff's law, intensity of radiation, Lambert's cosine law, heat transfer between black surfaces, radiation shape factor, heat transfer between non-black surfaces: infinite parallel planes, infinite long concentric cylinders, small gray bodies and small body in large enclosure, electrical network approach, radiation shields.

UNIT-IV

Heat exchangers: Types of heat exchangers; overall heat transfer coefficient, fouling factor, analysis and design of heat exchangers using logarithmic mean temperature difference, and NTU method, effectiveness of heat exchangers, multipass heat exchangers, applications of heat exchangers.

Text books:

1. Fundamentals of Heat and Mass transfer – Frank P. Incropera, David P. Dewitt, T.L. Bergman and A.S. Lavine, Sixth Edition, Wiley Publications, 2007.
2. Heat Transfer: A Practical Approach - Yunus A Cengel, McGraw Hill, 2002.
3. Heat and Mass Transfer – P.K. Nag, Tata McGraw Hill.
4. Heat Transfer – J.P. Holman, Eighth Edition, McGraw Hill, 1997.

Reference books:

5. Heat Transfer – A. Bejan, John Wiley, 1993.
6. A Text book of Heat Transfer - S.P Sukhatme, University press.
7. Principles of Heat Transfer – Massoud Kaviany, John Wiley, 2002.
8. Heat and Mass Transfer - D.S Kumar, S.K. Kataria & Sons.
9. Heat Transfer – Y.V.C. Rao, University Press.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (5th Semester) Mechanical Engineering							
MEC-303A	**PRODUCTION TECHNOLOGY**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To acquaint the knowledge of different type of machines and machine tools used in machining of metals, cutting tools used in different operations, work holding devices and CNC machines.						
Course Outcomes							
CO 1	After completing the course, students will be able to explain the working of different machines, machine tools and analyze the forces in machining operations.						
CO 2	Students will be able to explain different types of cutting tools and cutting fluids used in machining.						
CO 3	Students will be able to describe metrology and working of inspection tools for different applications.						
CO 4	Students will be able to explain various thread operations, different workholding devices and different gear manufacturing processes.						
CO 5	Students will be able to distinguish between the advancements in CNC and conventional machining methods and develop programing for parts production.						

UNIT-I

Theory of metal machining: Overview of machining technology: types of machining operation, cutting tools, cutting conditions, theory of chip formation in metal cutting: orthogonal cutting model, actual chip formation, forces relationships and the merchant equation: forces in metal cutting, the merchant equation, power and energy relationships in machining, cutting temperatures.

Machine tools and machining operations: Turning and related operations: cutting conditions, operations related to turning, engine lathe, other lathes and turning machines, boring machines, drilling and related operations: cutting conditions, operations related to drilling, drill presses, Milling: types of milling operations, cutting conditions, milling machines, high speed machining, grinding machines: types, wet and dry grinding, abrasives, grit, grade and structure of wheels, selection of grinding wheels.

UNIT-II

Technology and materials of cutting tools: Tool life, tool wear, taylor tool life equation, tool materials: high speed steels, cast cobalt alloys, cemented carbides, cermets and coated carbides, ceramics, synthetic diamonds and cubic boron nitrides, tool geometry: single point tool geometry, effect of tool material on tool geometry, multiple-cutting-edge tools, cutting fluids: types of cutting fluids, applications and selection of cutting fluids.

Metrology and inspection: Limits, fits, and tolerances, gauge design, interchangeability, linear, angular, and form measurements (straightness, squareness, flatness, roundness, and cylindricity) by mechanical and optical methods, inspection of screw threads, surface finish measurement by contact and non-contact methods, tolerance analysis in manufacturing and assembly.

UNIT-III

Threads: Standard forms of screw threads, methods of making threads, thread cutting on lathe, thread chasing, thread milling, thread rolling, thread grinding, thread tapping, automatic screw cutting machines, inspection and measurement of threads.

Workholding devices for machine tools: Introduction, conventional fixture design, tool design steps, clamping considerations, chip disposal, unloading and loading time, example of jig design, types of jigs, conventional fixtures, modular fixturing, setup and changeover: single-minute-exchange-of-die (SMED),

clamps, other workholding devices: assembly jigs, magnetic workholders, electrostatic workholders, economic justification of jigs and fixtures.

UNIT-IV

Gear manufacturing and finishing: Introduction to different types of gears, terminology, methods of gears manufacturing, gear forming: selecting a form gear cutter for cutting spur gears, selecting gear cutter for cutting helical or spiral gear, broaching of gears, generating methods: gear shaper process, rack planning process, gear hobbing process. Gear finishing operations: Shaving, burnishing, grinding, lapping, honing, gears inspection.

Computer numerical control (CNC) machines: Classification of CNC machines, modes of operation of CNC, Working of Machine Structure, Automatic tool changer (ATC), Automatic pallet changer (APC), CNC axis and motion nomenclature, CNC toolings – tool pre-setting, qualified tool, tool holders and inserts, Axes Identification in CNC turning and Machining centers, CNC part programming: Programming format and Structure of part programme, ISO G and M codes for turning and milling-meaning and applications of important codes.

Text Books:

1. Fundamentals of modern manufacturing: materials processing and systems by Mikell P. Grover, John Wiley and Sons.
2. Materials and processes in manufacturing by J.T. Black and R.A. Kohser, John Wiley and Sons.
3. Production Technology by R. K. Jain, Khanna Publishers.
4. Machine Tools by R. Kesavan & B. Vijaya Ramnath, Laxmi Publications.
5. Machining and Machine Tools by A. B. Chattopadhyay, WILEY INDIA.

Reference Books:

1. Principles of Machine Tools by G.C. Sen & A. Bhattacharya, Tata McGraw Hill, New Delhi
2. Manufacturing Engg. & Tech by S. KalpakJian and S.R. Schmid, Pearsons.
3. Modern Machining Processes by P.C. Pandey & H.S. Shan, T.M.H. Company, New Delhi
4. Production Engineering: P.C. Sharma, S.Chand & Sons.
5. Introduction to Jig and Tool Design by Kempster M.H.A, Hodder & Stoughton, England

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (5th Semester) Mechanical Engineering							
MEC-305A	**MECHANICAL VIBRATIONS AND TRIBOLOGY**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total Time**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To understand the vibration systems with different degrees of freedom in different modes and conditions and the basics of tribology.						
Course Outcomes							
CO1	Students will be capable of describing the fundamentals of vibration for a single degree of freedom (D.O.F.) system under free and damped vibrations.						
CO2	Students will be able to analyze different types of forced vibration system in single degree of freedom (D.O.F.) and damped, undamped, free and forced systems with two D.O.F.						
CO3	Students will be able to explain the principal modes of vibrations using different methods for various combinations of spring-mass, rotor-shaft systems; transverse, longitudinal and torsional vibration for beams, bars and shafts respectively.						
CO4	Students will be able to describe the fundamentals of tribology, lubrication, friction and wear.						

UNIT-I

Fundamentals: Introduction, elements of a vibratory system, periodic and S.H.M., degrees of freedom (DOF), types of vibrations, work done by a harmonic force, beats, problems.

Free vibration systems with single degree of freedom

Undamped systems: Introduction, differential equations, torsional vibrations, spring and shaft combinations: series & parallel, linear and torsional systems, compound pendulum, bifilar and trifilar suspensions, problems.

Damped systems: Introduction, types of damping, differential equations of damped free vibrations, initial conditions, logarithmic decrement, vibrational energy, problems.

UNIT-II

Forced vibration systems with single degree of freedom: Introduction, excitation and sources, equations of motion, rotating and reciprocating unbalanced system, support motion, vibration isolation, force and motion transmissibility, forced vibration system with different types of damping, vibration measuring instruments, resonance, bandwidth, quality factor and half power points, critical speed of shaft with and without damping with single and multiple discs, problems.

Two degree of freedom system: Introduction, torsional vibrations, principal modes of vibrations for two D.O.F., damped and undamped forced and free vibrations, semi-definite systems, co-ordinate coupling, spring and mass type vibration absorber, problems.

UNIT-III

Multi-degree of freedom systems: Introduction, principal modes of vibrations for three or more DOF, influence coefficients, orthogonality principle, matrix method, matrix iteration method, Dunkerley's equation, Holzer's Method, Rayleigh Method, Rayleigh-Ritz method, Stodola method, problems.

Continuous systems: Introduction, lateral vibrations of strings, longitudinal vibrations of bars, transverse vibration of beams, torsional vibration of uniform shafts, problems.

UNIT-IV

Tribology: Introduction, tribology in design, tribology in industry, economic aspects.

Lubrication: Introduction, basic modes of lubrication, lubricants, properties of lubricants: physical and chemical, types of additives, extreme pressure lubricants, recycling of used oils and oil conservation, disposal of scrap oil, oil emulsion.

Friction and wear: Introduction, laws of friction, kinds of friction, causes of friction, friction measurement, theories of friction, effect of surface preparation. Introduction to wear, types of wear, various factors affecting wear, measurement of wear, wear between solids and liquids, theories of wear.

Text Books:

1. Mechanical Vibrations by G. K. Grover, Nem Chand and Bros., Roorkee
2. Elements of Mechanical Vibrations by Meirovitch, McGraw Hill
3. Introductory course on theory and practice of Mechanical Vibration by J.S. Rao and K.Gupta, New Age International.
4. Friction and wear of Materials by E. Robinowicz, Johan Wiley
5. Tribology an Introduction by Sushil Kumar Srivastava
6. Introduction to Tribology and Bearings by B. C. Majumdar, S. Chand and Company Ltd. New Delhi.

Reference Books:

1. Mechanical Vibrations by S. S. Rao, Pearson Education Inc. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
2. Mechanical Vibrations by V.P. Singh, Dhanpat Rai & Co. Pvt. Ltd., Delhi
3. Engineering Tribology by Prashant Sahoo, PHI publications.
4. Principles of Tribology by J. Hailing, McMillan Press Ltd.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (5th Semester) Mechanical Engineering								
MEC- 307LA	**HEAT TRANSFER LAB**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose	To impart practical knowledge of different modes of heat transfer by conducting experiments.							
Course Outcomes								
CO1	Students will be able to design and conduct experiments, acquire data, analyze and interpret data.							
CO2	Students will be able to measure the thermal conductivity of metal rod, insulating material and liquids.							
CO3	Students will be able to explain the concept of composite wall and determine its thermal resistance.							
CO4	Students will be able to evaluate heat transfer coefficients in free and forced convection.							
CO5	Students will be able to measure the performance of a heat exchanger.							
CO6	Students will be able to determine the Stefan Boltzmann constant and emissivity.							

List of Experiments:

1. To determine the thermal conductivity of a metal rod.
2. To determine the thermal conductivity of an insulating slab.
3. To determine the thermal conductivity of a liquid using Guard plate method.
4. To determine the thermal conductivity of an insulating powder.
5. To determine the thermal resistance of a composite wall.
6. To plot the temperature distribution of a pin fin in free-convection.
7. To plot the temperature distribution of a pin fin in forced-convection.
8. To study the forced convection heat transfer from a cylindrical surface.
9. To determine the effectiveness of a concentric tube heat exchanger in a parallel flow arrangement.
10. To determine the effectiveness of a concentric tube heat exchanger in a counter flow arrangement.
11. To determine the Stefan-Boltzman constant.
12. To determine the emissivity of a given plate.
13. To determine the critical heat flux of a given wire.
14. To study the performance of an evacuated tube based solar water heater.

Note: At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

B. Tech. (5th Semester) Mechanical Engineering								
MEC-309LA	**PRODUCTION TECHNOLOGY LAB**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose	To impart practical knowledge of various measuring instruments, machining and welding operations by performing experiments.							
Course Outcomes								
CO 1	Students will be able to measure the linear and angular dimensions using various							
CO 2	Students will be able to execute various machining operations for the preparation of jobs on different machine tools.							
CO 3	Students will be able to create various jobs using TIG/MIG welding.							
CO 4	Students will be able to develop jobs on CNC lathe and CNC milling.							

LIST OF EXPERIMENTS:

1. Study of linear, angular measuring devices and to measure the linear and angular dimensions using various equipment's.
2. Manufacture and assembly of a unit consisting of 2 to 3 components to have the concept of tolerances and fits (shaft and bush assembly or shaft, key and bush assembly or any suitable assembly).
3. To prepare a job on a lathe having various operations viz. drilling, boring, taper turning, thread cutting, knurling, etc.
4. Demonstration of formation of cutting parameters of single point cutting tool using bench grinder / tool & cutter grinder.
5. To make a spur gear of given part drawing involving operations namely drilling, boring, reaming, honing, key slotting, gear teeth machining, lapping and gear teeth finishing.
6. Introduction to various grinding wheels and demonstration on the cylindrical and surface grinder.
7. To demonstrate surface milling /slot milling.
8. To cut gear teeth on milling machine using dividing head.
9. To cut V Groove/ dovetail / Rectangular groove using a shaper.
10. To prepare a useful product containing different types of welded joints using simple arc/TIG/MIG welding set.
11. To cut external threads on a lathe and practice thread measurements.
12. To study CNC lathe trainer and its components (hardware and software) especially controllers (Fanuc and Siemens) and make a CNC programme using APT language of given part drawing for machining cylindrical job involving operations namely turning, step turning, taper turning, threading, radius contour cutting, chamfering etc.
13. To study CNC milling trainer and its components (hardware and software) especially controllers (Fanuc and Siemens) and make a CNC programme using APT language of given drawing for

milling job operations namely end cutting, side cutting, contour cutting, face cutting, etc. and run the programme in simulation and actual mode in Cut Viewer or other software and run the program in actual mode using CNC controllers.

.**Note:** At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

B. Tech. (5th Semester) Mechanical Engineering								
MEC-311LA	**MECHANICAL VIBRATIONS AND TRIBOLOGY LAB**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose:	To provide practical knowledge of free and forced vibration system fundamentals and the mechanisms of friction, wear and lubrication.							
Course Outcomes								
CO1	Students will be able to evaluate free and forced vibrations of various elements in Universal Vibration Apparatus.							
CO2	Students will be able to measure the surface roughness of different materials and analyse the machinery faults, causes and sources using Machinery Fault Simulator (MFS).							
CO3	Students will be able to analyse the sliding wear and abrasive behavior of different materials using wear and friction monitoring apparatus and dry abrasion tester respectively.							
CO4	Students will be able to evaluate extreme pressure properties of different lubricants using four ball tester.							

LIST OF EXPERIMENTS:

1. To study undamped free vibrations and determine the natural frequency of:
   1.1 Spring mass system
   1.2 Simple Pendulum
   1.3 Torsional spring type double pendulum and compare them with theoretical values.
2. To study the torsional vibration of a single rotor shaft system and determine the natural frequency.
3. To study the free vibration of system for different damper settings. Draw decay curve and determine the log decrement and damping factor. Find also the natural frequency.
4. To verify the Dunkerley's rule.
5. To determine the radius of gyration for:
   5.1 Bifilar suspension.
   5.2 Compound pendulum.
   5.3 Trifilar suspension.
6. To study the forced vibration system with damping, Load magnification factor vs. Frequency and phase angle vs frequency curves. Also determine the damping factor.
7. To find out and locate machinery faults viz. vibrations and unbalancing using Machinery Fault Simulator (MFS) in:
   7.1 Direct Driven reciprocating pump;
   7.2 Direct Driven centrifugal pump;
   7.3 Defective straight tooth gearbox pinions.
8. To determine the wear rate, friction force and coefficient of friction of a metallic pin/ball by using wear and friction monitor apparatus.
9. To determine abrasion index of a material with the help of dry abrasion test rig.
10. To evaluate the wear and extreme pressure properties of a lubricating oil by using four ball tester.
11. To determine the roughness of a specimen using surface roughness tester.

Note: At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

B. Tech. (5th Semester) Mechanical Engineering								
MEC-313 LA	**PROJECT-I**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**--**	**0**	**100**	**100**	**3**
Purpose:	To implement the engineering principles and theories into innovative practical projects for solving real world problems.							
Course Outcomes								
CO1	Students will be able to apply the theoretical knowledge into practical/software projects.							
CO2	Students will be able to design new products using latest technologies.							

The project work could be done for the problem statement of an industry or practical project in the institute. The students may also opt for the analysis based software projects with proper validation. Participation in any technical event/ competition to fabricate and demonstrate an innovative machine or product could be encouraged under this course.

Note: The maximum number of students in a group should not exceed four.

	B. Tech. (5th Semester) Mechanical Engineering							
MEC-315A	**INDUSTRIAL TRAINING-II**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
2	**0**	**0**	**--**	**--**	**100**	**--**	**100**	**--**
Purpose	To provide an industrial exposure to the students and enhance their skills and creative capability for conversion of their innovative ideas into physical reality.							
Course Outcomes								
CO 1	Students will be able to self-improve through continuous professional development and life-long learning.							
CO 2	Students will be able to develop social, cultural, global and environmental responsibility as an engineer.							
CO 3	Students will be able to weigh all the latest changes in technological world.							

Note: MEC-315 is a mandatory non-credit course in which the students will be evaluated for the industrial training undergone after 4th semester and students will be required to get passing marks to qualify.

The candidate has to submit a training report of his/her work/project/assignment completed in the industry during the training period. The evaluation will be made on the basis of submitted training report and viva-voce/presentation.

	B. Tech. (5th Semester) Mechanical Engineering							
MC-903A	**ESSENCE OF INDIAN TRADITIONAL KNOWLEDGE**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
3	**0**	**0**	**--**	**100**	**--**	**--**	**100**	**3**
Purpose	To impart basic principles of thought process, reasoning and inferencing.							
Course Outcomes								
CO 1	Students will be able to understand, connect up and explain basics of Indian traditional knowledge in modern scientific perspective.							

Course Contents

- Basic structure of Indian Knowledge System: अष्टादशविद्या -४वेद,४उपवेद (आयुर्वेद, धनुर्वेद, गन्धर्ववेद, स्थापत्य आदि) ६वेदांग (शिक्षा, कल्प, निरुक्त, व्याकरण, ज्योतिष, छंद) ४ उपाङ्ग (धर्मशास्त्र, मीमांसा, पुराण, तर्कशास्त्र)
- Modern Science and Indian Knowledge System
- Yoga and Holistic Health care
- Case studies

References

- V. Sivaramakrishnan (Ed.), *Cultural Heritage of India-course material*, Bharatiya Vidya Bhavan, Mumbai. 5th Edition, 2014
- Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
- Swami Jitatmanand, *Holistic Science and Vedant*, Bharatiya Vidya Bhavan
- Fritzof Capra, *Tao of Physics*
- Fritzof Capra, *The Wave of life*
- VN Jha (Eng. Trans.), *Tarkasangraha of Annam Bhatta*, International Chinmay Foundation, Velliarnad, Arnakulam
- *Yoga Sutra of Patanjali*, Ramakrishna Mission, Kolkata
- GN Jha (Eng. Trans.), Ed. RN Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakashan, Delhi 2016
- RN Jha, *Science of Consciousness Psychotherapyand Yoga Practices*, Vidyanidhi Prakashan, Delhi 2016
- P B Sharma (English translation), *Shodashang Hridayan*

Pedagogy: Problem based learning, group discussions, collaborative mini projects.

Note: The paper setter will set the paper as per the question paper template provided.

Sixth Semester

B. Tech (6th Semester) Mechanical Engineering							
HM-901A	**ORGANIZATIONAL BEHAVIOUR**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To make the students conversant with the basics concepts of organizational culture and behavior for nurturing their managerial skills.						
Course Outcomes							
CO 1	An overview about organizational behavior as a discipline and understanding the concept of individual behavior.						
CO 2	Understand the concept and importance of personality, emotions and its importance in decision making and effective leadership.						
CO 3	Enabling the students to know about the importance of effective motivation and its contribution in group dynamics and resolving conflicts.						
CO 4	Understand how to overcome organizational stress by maintaining proper organizational culture and effective communication						

UNIT-I

Introduction to organizational behavior: Concept and importance of organizational behavior, role of Managers in OB, foundations or approaches to organizational behavior, challenges and opportunities for OB.

Foundation of individual behavior: Biographical characteristics, concept of abilities and learning, learning and learning cycle, components of learning, concept of values and attitude, types of attitude, attitude and workforce diversity.

UNIT-II

Introduction to personality and emotions: Definition and Meaning of Personality, Determinants of Personality, Personality Traits Influencing OB, Nature and Meaning of Emotions, Emotions dimensions, concept of Emotional intelligence.

Perception and individual decision making: meaning of perception, factors influencing perception, rational decision making process, concept of bounded rationality. Leadership-trait approaches, behavioural approaches, situational approaches, and emerging approaches to leadership.

UNIT-III

Motivation: Concept and theories of motivation, theories of motivation-Maslow, two factor theory, theory X and Y, ERG Theory, McClelland's theory of needs, goal setting theory, application of theories in organizational scenario, linkage between MBO and goal setting theory, employee recognition and involvement program.

Foundations of group behavior and conflict management: Defining and classifying of groups, stages of group development, Informal and formal groups- group dynamics, managing conflict and negotiation, a contemporary perspective of intergroup conflict, causes of group conflicts, managing intergroup conflict through resolution.

UNIT-IV

Introduction to Organizational Communication: Meaning and importance of communication process, importance of organizational communication, effective communication, organizational stress: definition and meaning sources and types of stress, impact of stress on organizations, stress management techniques.

Introduction to Organization Culture: Meaning and nature of organization culture, types of culture, managing cultural diversity, managing change and innovation-change at work, resistance to change, a model for managing organizational change.

Text Books:

1. Colquitt, Jason A., Jeffery A. LePine, and Michael Wesson. Organizational Behavior: Improving Performance and Commitment in the Workplace. 5th ed. New York: McGraw-Hill Education, 2017.
2. Hitt, Michael A., C. Chet Miller, and Adrienne Colella. Organizational Behavior. 4th ed. Hoboken, NJ: John Wiley, 2015.
3. Robbins, Stephen P., and Timothy Judge. Organizational Behavior. 17th ed. Harlow, UK: Pearson Education, 2017. Stephen P. Robins, Organisational Behavior, PHI Learning / Pearson Education, 11th edition, 2008.

Reference Books:

1. Schermerhorn, Hunt and Osborn, Organisational behavior, John Wiley.
2. Udai Pareek, Understanding Organisational Behaviour, Oxford Higher Education.
3. Mc Shane & Von Glinov, Organisational Behaviour, Tata Mc Graw Hill.
4. Aswathappa, K., Organisational Behaviour– Text and Problem, Himalaya Publication.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering							
MEC-302A	**MANUFACTURING TECHNOLOGY**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To build a foundation in different manufacturing processes related to castings, metal forming, joining, powder metallurgy and plastic material shaping processes.						
Course Outcomes							
CO 1	Students will be able to explain the fundamentals of casting processes and evaluate design parameters.						
CO 2	Students will be able to describe different metal forming processes and analysis.						
CO 3	Students will be able to explain different welding processes with their applications.						
CO 4	Students will be able to evaluate design parameters of powder metallurgy processes and explain different powder metallurgy and plastic shaping processes.						

UNIT-I

Fundamentals of castings: Introduction to casting: basic requirements of casting processes, casting terminology, solidification process: cooling curves, prediction of solidification time, the cast structure, molten metal problems, fluidity and pouring temperature, role of gating system, solidification shrinkage, riser and riser design, risering aids, Patterns, design considerations in castings.

Expandable-mold casting processes: Sand casting, cores and core making, other expendable-mold processes with multiple use patterns, expendable-mold processes with multiple use patterns, shakeout, cleaning and finishing. **Multiple-use-mold casting processes**: Permanent mold casting, die casting, squeeze casting and semisolid metal casting, centrifugal casting, cleaning treating and heat treating of castings, automation in foundry operations.

UNIT-II

Metal forming processes: classifications of metal forming processes, bulk deformation processes, material behavior in metal forming, temperature in metal forming, rolling: flat rolling and its analysis, shape rolling, rolling mills, forging: open-die forging, impression-die forging, flashless forging, forging hammers, presses, and dies, extrusion: types of extrusion, analysis of extrusion, extrusion dies and presses, defects in extruded products, wire and bar drawing, analysis of drawing, drawing practice, tube drawing

Sheet metal working: Cutting operations: shearing, blanking, and punching, engineering analysis of sheet-metal cutting, other sheet-metal-cutting operations, bending operations: v-bending and edge bending, engineering analysis of bending, drawing: mechanics of drawing, engineering analysis of drawing, defects in drawing.

UNIT-III

Joining processes: Principles of fusion welding processes, arc welding processes-consumable electrodes: shielded metal arc welding, gas metal arc welding, flux-cored arc welding, submerged arc welding, Arc welding processes-non-consumable electrodes: gas tungsten arc welding, plasma arc welding, resistance welding processes, other fusion-welding processes: electron-beam welding, laser-beam welding, electro-slag welding, thermit welding.

Principles of solid state welding processes: friction welding, explosive welding, ultrasonic welding processes. **Brazing, soldering, and adhesive bonding:** Principles of adhesive, brazing and soldering processes, origins of welding defects.

UNIT-IV

Powder metallurgy: Characterization of engineering powders: geometric features, other features production of metallic powders: atomization: other production methods, conventional pressing and

sintering: blending and mixing of the powders, compaction, sintering, heat treatment and finishing, design considerations in powder metallurgy.

Shaping processes for plastics: Properties of polymer melts, extrusion, production of sheet and film, fiber and filament production (spinning), coating processes, injection molding, compression and transfer molding, blow molding and rotational molding, thermoforming.

Text Books:

1. Fundamentals of modern manufacturing: materials processing and systems by Mikell P. Grover, John Wiley and Sons.
2. Materials and processes in manufacturing by J.T. Black and R.A. Kohser, John Wiley and Sons.
3. Principles of Manufacturing Materials & Processes by Campbell J. S., Publisher – Mc Graw Hill.
4. Production Technology by R. K. Jain, Khanna Publishers
5. Manufacturing Technology-Foundry, Forming and Welding by P.N. Rao, Tata McGraw Hill
6. Advanced Manufacturing Process by Hofy, H.E., B and H Publication.
7. Manufacturing Science by Ghosh, A. and Mullik, A, East –West private Limited.

Reference Books:

1. Welding and Welding Technology by Richard L. Little Tata McGraw Hill Ltd.
2. Manufacturing Processes and Systems by Ostwald Phillip F., Munoz Jairo, John Wiley & Sons
3. Elements of Manufacturing Processes by B.S. Nagendra Parasher, RK Mittal, PHI N. Delhi

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering							
MEC-304A	**DESIGN OF MACHINE ELEMENTS**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major test**	**Minor Test**	**Total**	**Time (Hrs.)**
2	**4**	**0**	**6**	**75**	**25**	**100**	**4**
Purpose	To understand the fundamentals for solving engineering problems relating to design of machine components.						
Course Outcomes							
CO1	Students will be able to explain the design procedures and methods, properties of engineering materials and their selection, design against static and fluctuating loads.						
CO2	Students will be able to solve the design problems of different types of joints i.e. bolted, riveted joint and welded joint and the problems related to the design of springs under different loading conditions.						
CO3	Students will be able to analyse the transmission shafts and keys.						
CO4	Students will be able to solve the design problems related to clutches and brakes and selection of bearings from manufacturer's catalogue.						

UNIT-I

Introduction: Basic procedure of the design of machine elements, standards in machine design, selection of preferred sizes, engineering materials, properties and selection, BIS system of designation of steels.

Design against static load: Modes of failure, factor of safety, stress concentration: causes and mitigation.

Design against fluctuating load: Fluctuating stresses, endurance limit, low cycle and high cycle fatigue, notch sensitivity, endurance limit-approximate estimation, reversed stresses- design for finite and infinite life, cumulative damage in fatigue, Soderberg and Goodman lines, Modified Goodman diagrams.

UNIT-II

Bolted, riveted and welded Joints: Bolt of uniform strength**,** bolted joint- simple analysis, eccentrically loaded bolted joints, riveted joints for boiler shell according to I. B. R., riveted structural joint, eccentrically loaded riveted joint, types of welded joints, strength of welds under axial load, welds under eccentric loading.

Springs: Types of spring, helical spring terminology, design for helical springs, spring design-trial and error method, design against fluctuating load, surge in springs, design of leaf springs, rubber springs.

UNIT-III

Transmission shafts: Shaft design on strength basis and torsional rigidity basis, ASME code for shaft design, design of hollow shaft on strength basis and torsional rigidity basis, **Keys:** types of keys, design of square and flat keys.

Clutches: Various types of clutches, design of friction clutches-single disc, multi-disc, cone and centrifugal clutches, torque transmitting capacity, friction materials, thermal considerations.

Brakes: Energy equations, block brake with short shoe, block brake with long shoe, internal expanding brake, band brakes, disc brakes, thermal considerations.

UNIT-IV

Rolling contact bearings: Types of rolling contact bearing, selection of bearing-type, static and dynamic load carrying capacity, equivalent bearing load, load-life relationship, selection of bearings from manufacturer's catalogue, selection of taper roller bearing, design for cyclic loads and speeds, bearing failure-causes and analysis.

Sliding contact bearings: Basic modes of lubrication, Raimondi and Boyd method, bearing design-selection of parameters, bearing materials, bearings failure-causes and remidies.

Text Books:

1. Mechanical Engineering Design by Joseph E. Shigley and Charles R. Mischke, Tata McGraw Hill Book Co.
2. Design of Machine Element by V. B. Bhandari, Mc Graw Hill Edu. Pvt. Ltd.
3. Machine Design by R.S. Khurmi and J.K. Gupta, S. Chand.

Reference Books:

1. Machine Component Design by Robert C. Juvinall and Kurt M. Marshek, Wiley India Pvt. Ltd.
2. Mechanical Design of Machine Elements and Machines by Collins and Busby, Wiley India Pvt. Ltd.
3. Machine Design by U.C. Jindal, Pearsons publications.
4. Analysis and Design of Machine elements by V.K. Jadon and Suresh Verma, IK International Publishing House.

Design Data Books:

1. Design Data Book of Engineers, Compiled by Faculty of Mechanical Engineering, PSG College of Technology, Publisher Kalaikathir Achchagam, Coimbataore, 2009.
2. Design Data Handbook for Mechanical Engineers in SI and Metric Units by Mahadevan and Balaveera Reddy.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering								
MEC-310 LA	**PROJECT-II**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**6**	**3**	**--**	**0**	**100**	**100**	**3**
Purpose	To implement the engineering principles and theories into innovative practical projects for solving real world problems.							
Course Outcomes								
CO1	Students will be able to apply the theoretical knowledge into practical/software projects.							
CO2	Students will be able to design new products using latest technologies.							

The project work could be done for the problem statement of an industry or practical project in the institute. The analysis based software projects undergone in the previous semester can be extended to its fabrication i.e. functional machine/product in this semester. Participation in any technical event/ competition to fabricate and demonstrate an innovative machine or product could be encouraged under this course.

Note: The maximum number of students in a group should not exceed four.

B. Tech. (6th Semester) Mechanical Engineering							
MEP-302A	**INTERNAL COMBUSTION ENGINES**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose:	To provide the detailed understanding of internal combustion engine, air compressors and gas turbines mainly based on its performance and emission parameters.						
Course Outcomes							
CO1	Student will be able to describe the basic concepts of Internal and External combustion engines and different air standard cycles.						
CO2	Students will be able to explain different types of injection systems, lubrication systems, carburetor; detonation, C.I. combustion chambers and their applications.						
CO3	Students will be able to determine the performance parameters of S.I. and C.I. engines.						
CO4	Students will be able to explain the basic concepts of reciprocating air compressors and gas turbine along with exhaust gas heat exchanger.						

UNIT-I

Heat engines; Internal and external combustion engines; Classification of I.C. Engines; Cycle of operations in four strokes and two-stroke IC engines; Wankle Engine.

Air standard cycles: Assumptions made in air standard cycles; Otto cycle; Diesel cycle; Dual combustion cycle; Comparison of Otto, diesel and dual combustion cycles; Sterling and Ericsson cycles; Air standard efficiency, Specific work output. Specific weight; Work ratio; Mean effective pressure; Deviation of actual engine cycle from ideal cycle.

UNIT-II

Carburetor and Injection systems: Mixture requirements for various operating conditions in S.I. Engines; Elementary carburetor, Calculation of fuel air ratio; The complete carburetor; Requirements of a diesel injection system; Type of injection system; Petrol injection; Requirements of ignition system; Types of ignition systems, ignition timing; Spark plugs.

Engine parameters and knocking: S.I. engines; Ignition limits; Stages of combustion in S. I. Engines; Ignition lag; Velocity of flame propagation; Detonation; Effects of engine variables on detonation; Theories of detonation; Octane rating of fuels; Pre-ignition; S.I. engine combustion chambers. Stages of combustion in C.I. Engines; Delay period; Variables affecting delay period; Knock in C.I. Engines; Cetane rating; C.I. Engine combustion chambers.

UNIT-III

Lubrication and cooling systems: Functions of a lubricating system, Types of lubrication system; Mist, Wet sump and dry sump systems; Properties of lubricating oil; SAE rating of lubricants; Engine performance and lubrication; Necessity of engine cooling; Disadvantages of overcooling; Cooling systems; Air-cooling, Water-cooling; Radiators.

Heat balance and emission control: Performance parameters; BHP, IHP, Mechanical efficiency; Brake mean effective pressure and indicative mean effective pressure, Torque, Volumetric efficiency; Specific fuel consumption (BSFC, ISFC); Thermal efficiency; Heat balance; Basic engine measurements; Fuel and air consumption, Brake power, Indicated power and friction power, Heat lost to coolant and exhaust gases; Performance curves; Pollutants from S.I. and C.I. Engines; Methods of emission control, Alternative fuels for I.C. Engines; The current scenario on the pollution front.

UNIT-IV

Air compressor: Working of a single stage reciprocating air compressor; Calculation of work input; Volumetric efficiency; Isothermal efficiency; Advantages of multi stage compression; Two stage compressor with inter-cooling; Perfect inter cooling; Optimum intercooler pressure; Rotary air compressors and their applications; Isentropic efficiency.

Gas turbine: Brayton cycle; Components of a gas turbine plant; Open and closed types of gas turbine plants; Optimum pressure ratio; Improvements of the basic gas turbine cycle; Multi stage compression with inter-cooling; Multi stage expansion with reheating between stages; Exhaust gas heat exchanger; Application of gas turbines.

Text books:

1. Internal Combustion Engine by V. Ganeshan Tata Mc-Graw Hill Publications.
2. Internal Combustion Engine by Mathur & Sharma, Dhanpat Rai Publications.
3. Internal Combustion Engine by Ramalingam Sci-tech publications.
4. Internal Combustion Engine Fundamentals by John B. Heywood, Tata Mc-Graw Hill Publications.

Reference Books

1. Heat Power Engineering by Dr. V.P. Vasandhani & Dr. D.S. Kumar
2. Fundamentals of Internal Combustion Engine by H. N. Gupta, PHI publications.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (6th Semester) Mechanical Engineering							
MEP-304A	**GAS DYNAMICS AND JET PROPULSION**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose:	To familiarize the students with the concept of compressible and incompressible flows and to understand the aircraft and rocket propulsion.						
Course Outcomes							
CO 1	Students will be able to explain the fundamentals of compressible flow, Mach number, types of waves and effect of Mach number on compressibility.						
CO 2	Students will be able to describe compressible flow with friction and its effect in flow through nozzles.						
CO 3	Students will be able to explain the concepts of normal shock, oblique shock, Rayleigh line and Rayleigh flow equation in compressible flows.						
CO 4	Students will be able to describe the aircraft propulsion systems and rocket propulsion with their applications, solid and liquid propellants.						

UNIT-I

Compressible flow – fundamentals: Energy and momentum equations for compressible fluid flows, various regions of flows, reference velocities, stagnation state, velocity of sound, critical states, Mach number, critical Mach number, types of waves, Mach cone, Mach angle, effect of Mach number on compressibility

UNIT-II

Flow through variable area ducts: Isentropic flow through variable area ducts, T-s and h-s diagrams for nozzle and diffuser flows, area ratio as a function of Mach number, mass flow rate through nozzles and diffusers, effect of friction in flow through nozzles.

UNIT-III

Flow through constant area ducts: Flow in constant area ducts with friction (Fanno flow) - Fanno curves and Fanno flow equation, variation of flow properties, variation of Mach number with duct length. Flow in constant area ducts with heat transfer (Rayleigh flow), Rayleigh line and Rayleigh flow equation, variation of flow properties, maximum heat transfer.

Normal and oblique shock: Governing equations, variation of flow parameters like static pressure, static temperature, density, stagnation pressure and entropy across the normal shock, Prandtl – Meyer equation, impossibility of shock in subsonic flows, flow in convergent and divergent nozzle with shock. Flow with Oblique Shock – Fundamental relations, Prandtl‟s equation, Variation of flow parameters.

UNIT-IV

Propulsion: Aircraft propulsion – types of jet engines – study of turbojet engine components – diffuser, compressor, combustion chamber, turbine and exhaust systems, performance of turbo jet engines – thrust, thrust power, propulsive and overall efficiencies, thrust augmentation in turbo jet engine, ram jet and pulse jet engines. Rocket propulsion – rocket engines thrust equation – effective jet velocity specific impulse – rocket engine performance, solid and liquid propellants.

Text Books:

1. Fundamental of compressible flow with Aircraft and Rocket propulsion by S.M., Yahya, New Age International (p) Ltd., New Delhi.
2. Compressible fluid flow by Patrich.H. Oosthvizen, William E.Carscallen, McGraw-Hill.
3. Gas turbine theory by Cohen.H., Rogers R.E.C and Sravanamutoo, Addison Wesley Ltd.

Reference Books:

1. Gas Turbines by V. Ganesan, Tata McGraw-Hill, New Delhi.
2. Gas Dynamics by E. Rathakrishnan, Prentice Hall of India, New Delhi.

B. Tech (6th Semester) Mechanical Engineering							
MEP-306A	**Design of Transmission Systems**						
L	**T**	**P**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To understand the components of transmission systems and make the students capable of design the transmission system and its various elements.						
Course Outcomes							
CO 1	Students will be able to design and select belt drives, pulleys and the chain drives from manufacturer's catalogue.						
CO2	Students will be able to explain the mechanism of manual transmission, clutch synchronization and gear drives.						
CO4	Students will be able to apply the Lewi's and Buckingham's equations for the design of spur, helical and bevel gears.						
CO5	Students will be able to design worm gear based on strength rating, wear rating and thermal rating and to select belts and chain drives from manufacturer's catalogue.						
CO6	Students will be able to describe torque converters, perform torque formulation and evaluate torque capacity.						
CO7	Students will be able to design gear boxes, couplings and discuss their applications.						

UNIT-I

Flat belt drives and pulleys: Introduction, Selection of flat belts from manufacturer's catalogue, Pulleys for flat belts. **V-Belts and pulley:** Selection of V-Belts and V-grooved pulley. **Chain Drives:** Roller chains, geometric relationships, polygonal effect, power rating, sprocket wheels, design of chain drives, chain lubrication.

Manual transmissions: Powertrain layout and manual transmission structure, power flows and gear ratios.

UNIT-II

Manual transmission clutches: Clutch structure, clutch torque capacity, synchronizer and synchronization: shift without synchronizer, shift with synchronizer, equivalent mass moment of inertia, equation of motion during synchronization, condition for synchronization, shifting mechanisms.

Gear drives: Classification of gears, selection of type of gears, law of gearing, standard systems of gear tooth, interference and undercutting, backlash.

Design of spur gears: geometry and nomenclature, force analysis, material selection, beam strength of gear tooth, effective load on gear tooth, module estimation based on beam strength, wear strength of gear tooth, module estimation based on wear strength, spur gear design procedure.

Design of helical gears: geometry and nomenclature, force analysis, beam strength of helical gears, effective load on gear tooth, wear strength of helical gears, design procedure.

UNIT-III

Design of bevel gears: Geometry and nomenclature, force analysis, beam strength of bevel gears, effective load on gear tooth, wear strength of bevel gears, design procedure. **Design of worm gears:** Terminology, force analysis, friction in worm gears, material selection, strength rating and wear rating, thermal considerations and design procedure.

Torque converters: Torque converter structure and functions: torque multiplication and fluid coupling, torque converter locking up, automatic transmission fluid (ATF) circulation and torque formulation, torque capacity and input–output characteristics.

UNIT-IV

Design of speed reducers (gear boxes): Geometric progression, standard step ratio, ray diagram, kinematics layout, design of sliding mesh gear box, design of multi speed gear box for machine tool applications, constant mesh gear box, speed reducer unit, variable speed gear box.

Design of couplings: Design of muff coupling, clamp coupling, rigid flange couplings and bushed-pin flexible couplings.

Text Books:

1. Mechanical Engineering Design, Joseph E. Shigley and Charles R. Mischke, Tata McGraw Hill Book Co.
2. Automotive Power Transmission Systems, Yi Zhang and Chris Mi, Wiley Publications.
3. Design of Machine Element, V. B. Bhandari, Mc Graw Hill Edu. Pvt. Ltd.
4. Machine Design, R.S. Khurmi and J.K. Gupta, S. Chand.

Reference Books:

1. Machine Component Design, Robert C. Juvinall and Kurt M. Marshek, Wiley India Pvt. Ltd.
2. Mechanical Design of Machine Elements and Machines, Collins and Busby, Wiley India Pvt. Ltd.
3. Machine Design, U.C. Jindal, Pearsons publications.
4. Design of Transmission Systems, E.V.V. Ramamurthy and S. Ramachandaran, Air Walk Publications.
5. Handbook of Gear Design and Manufacture, S. P. Radzevich, CRC Press, T&F.

Design Data Books:

1. Design Data Book of Engineers, Compiled by Faculty of Mechanical Engineering, PSG College of Technology, Publisher Kalaikathir Achchagam, Coimbataore, 2009.
2. Design Data Handbook for Mechanical Engineers in SI and Metric Units, 4th Ed, Mahadevan and Balaveera Reddy.
3. Machine design data book, V.B. Bhandari, Mc Graw Hill Edu. Pvt. Ltd.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (6th Semester) Mechanical Engineering							
MEP-308A	**Composite Materials**						
L	**T**	**P**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To acquaint the student with the knowledge of different composite materials manufacturing techniques and familiarization with the basic expressions and methods used in the mechanics of composite structures, characterization techniques and understanding of practical implementation.						
Course Outcomes							
CO 1	Students will be able to explain different reinforcement and matrix materials with their practical applications.						
CO 2	Students will be able to differentiate between various composite fabrication techniques and analyse the behaviour of unidirectional composites at micro and macro level.						
CO 3	Students will be able to determine the stresses and strains in the short fiber reinforced composites and laminated composites.						
CO 4	Students will be able to describe different experimental techniques for physical and mechanical characterization and different non-destructive techniques.						

Unit- I

Introduction: Definitions, characteristics, classification, particulate composites, fiber-reinforced composites, applications of fiber composites, Advance fibers: glass fibers, carbon and graphite fibers, aramid fibers, boron fibers, other fibers, matrix materials.

Emerging composite materials: Nanocomposites, carbon-carbon composites, bio-composites, composites in "smart" structures.

Unit- II

Fabrication of composites: Fabrication of thermosetting resin Matrix composites: Hand lay-up technique, bag molding processes, resin transfer molding, filament winding, pultrusion; Fabrication of thermoplastic-resin matrix composites (Short-fiber composites), Fabrication of Metal matrix and ceramic matrix composites.

Behavior of unidirectional composites: Nomenclature, volume and void fraction, longitudinal behavior of unidirectional composites, transverse stiffness and strength, failure modes, expansion co-efficient and transport properties.

Unit-III

Short-fiber composites: Introduction, theories of stress transfer: approximate analysis of stress transfer, stress distribution from finite-element analysis, average fiber stress. Modulus and strength of short-fiber composites: prediction of modulus, prediction of strength, effect of matrix ductility.

Analysis of laminated composites: Introduction, laminate strains, variation of stresses in laminates, resultant forces and moments, laminate description system, determination of laminate stresses and strains, analysis of laminates after initial failure, performance of fiber composites: fatigue and impact effects.

Unit-IV

Experimental characterization of composites: Introduction, measurement of physical properties: density, constituent weight and volume fractions, void volume fraction, thermal expansion coefficient,

moisture absorption and diffusivity and moisture expansion co-efficient, measurement of mechanical properties: properties in tension, compression, in-place shear properties.

Damage identification using non-destructive evaluation techniques:- Ultrasonic, X-Radiography, Laser Shearography, Thermography.

Text Books:

1. Analysis and performance of Fiber Composites by Bhagwan D. Agarwal, Lawrence J. Broutman, K. Chandrashekhara, Wiley India Pvt. Ltd., India.
2. Fiber Reinforced Composites: Materials Manufacturing and Design by P.K. Mallick, 3rd Edition, CRC Press.
3. Mechanics of Composite Materials by Autar K. Kaw, 2nd Edition, CRC Taylor and Francis Group.
4. Composite Materials, Design and Applications by Daniel Gay, Suong V. Hoa, 2nd Edition, CRC Taylor and Francis Group.

Reference Books:

1. Mechanics of Composite Materials by R. M. Jones, CRC Press.
2. Fibrous Materials by K. K. Chawla, Cambridge University Press.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering							
MEP-310A	**REFRIGERATION AND AIR CONDITIONING**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**

Purpose	The objective of this course is to make the students aware of refrigeration, Air-conditioning, various methods of refrigeration. The course will help the students to build the fundamental concepts in order to solve engineering problems and to design HVAC applications.
Course Outcomes	
CO 1	Students will be able to explain different refrigeration processes like ice refrigeration, evaporative refrigeration, refrigeration by expansion of air, steam jet refrigeration systems etc.
CO 2	Students will be able to identify, formulate and solve air refrigeration, vapour refrigeration and vapour absorption refrigeration problems.
CO 3	Students will be able to identify different refrigerants and discuss their uses.
CO 4	Students will be able to describe psychrometric properties, psychrometric chart and its use for different cooling and heating processes along with humidification and dehumidification.
CO 5	Students will be able to design various air-conditioning systems by including the internal and external heat gain.

REFRIGERATION

UNIT-I

Introduction: Basics of heat pump & refrigerator, Carnot refrigeration and heat pump, units of refrigeration, COP of refrigerator and heat pump, Carnot COP, Ice refrigeration, evaporative refrigeration, refrigeration by expansion of air, refrigeration by throttling of gas, vapour refrigeration system, steam jet refrigeration, thermo- electric cooling, adiabatic demagnetization.

Air refrigeration: Basic principle of operation of air refrigeration system, Bell Coleman air refrigerator, advantages of using air refrigeration in air craft, disadvantage of air refrigeration in comparison to other cold producing methods, simple air refrigeration in air craft, simple evaporative type, air refrigeration in air craft, necessity of cooling the aircraft.

UNIT-II

Simple vapour compression refrigeration system: Simple vapour compression refrigeration system, different compression processes (wet, dry and saturated Compression, superheated compression), Limitations of vapour compression refrigeration system if used on reverse Carnot cycle, representation of theoretical and actual cycle on T-S and P-H charts, effects of operating conditions on the performance of the system, advantages of vapour compression system over air refrigeration system.

Advanced vapour compression refrigeration system: Methods of improving COP, flash chamber, flash inter cooler, optimum inter stage pressure for two stage refrigeration system, single expansion and multi expansion cases, basic introduction of single load and multi load systems, cascade systems.

Vapour absorption refrigeration system and special topics: Basic absorption system, COP and maximum COP of the absorption system. Actual NH_3 absorption system, function of various components, Li-Br absorption system, Selection of refrigerant and absorbent pair in vapour absorption system, Electro-Lux refrigerator, comparison of compression and absorption refrigeration system, Nomenclature of refrigerants, desirable properties of refrigerants, cold storage and Ice Plants.

AIR-CONDITIONING

UNIT-III

Introduction: Difference between refrigeration and Air-conditioning, Psychrometric properties of moist air (wet bulb, dry bulb, dew point temperature, relative and specific humidity, temperature of adiabatic saturation), empirical relation to calculate P_v of moist air.

Psychrometry: Psychrometric chart, construction and use, mixing of two air streams, sensible heating and cooling, latent heating and cooling, humidification and dehumidification, cooling with dehumidification, cooling with adiabatic humidification, heating and humidification, By- pass factor of coil, sensible heat factor, ADP of cooling coil, Air washer.

UNIT-IV

Air-conditioning Systems: Classification, factors affecting air-conditioning systems, comfort air-conditioning system, winter air-conditioning system, summer air-conditioning system, year round air-conditioning system, unitary air-conditioning system, central air-conditioning system, Room sensible heat factor, Grand sensible heat factor, effective room sensible heat factor.

Cooling Load calculation: Inside design conditions, comfort conditions, components of cooling load, internal heat gains (occupancy, lighting, appliances, product and processes), system heat gain (supply air duct, A.C. fan, return air duct), External heat gain (heat gain through building, solar heat gain through outside walls and roofs), sol-air temperature, solar heat gain through glass windows, heat gain due to ventilation and infiltration.

Industrial and Commercial Application: Transport air conditioning, evaporative condensers, cooling towers, heat pumps.

Text Books:

1. Refrigeration and Air-conditioning by C.P. Arora, Tata McGraw-Hill
2. Basic Refrigeration and Air-conditioning by Ananthana and Rayanan, McGraw-Hill

Reference Books:

1. Refrigeration and Air Conditioning by Arora and Domkundwar, Dhanpat Rai.
2. Refrigeration and air-conditioning by R.C.Arora, PHI

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (6th Semester) Mechanical Engineering							
MEP-312A	**PRODUCT ENGINEERING**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To acquaint the students with the knowledge of engineering techniques used to produce an engineering product.						
Course Outcomes							
CO1	Students will be able to explain different work, method and time study techniques.						
CO2	Students will be able to appraise the inventory control and solve the problems related to queuing theory.						
CO3	Students will be able to describe sales forecasting methods and explain the network analysis representations.						
CO4	Students will be able to explain the concept of value engineering and different modern approaches of product design.						

Unit-I

Introduction to Work Study: Work study, human considerations in work study, relationship of work-study person with management, relationship of work-study person and supervisor, Method Study: procedure of method study, Therbligs, Motion study, cycle graph and chronocycle graph: equipment used, procedure and uses, principles of motion economy, Work measurement: definitions and objectives, time-study procedures, work-measurement techniques, job selection for work measurement, equipment's and forms used for time study, performance rating, determination of normal time and standard time allowances, pre-determined motion time systems.

Ergonomics: Human being as applicator of forces, Anthropometry, the design of controls, the design of displays, Man/Machine information exchange, Workplace layout from ergonomic considerations.

Unit-II

Inventory Control: Functions of inventory; Types of inventory; Control importance functions, Inventory costs, factors affecting inventory control, various inventory controls models; A.B.C. analysis, lead-time calculations.

Queuing Theory: Introduction, applications of Queuing theory, waiting time and idle time cost, Single channel queuing theory and multi-channel queuing theory with Poisson arrivals and exponential services, numerical on single channel and multi channels theory.

Unit-III

Sales Forecasting: Introduction, objectives and importance of sales forecasting, Types of forecasting, Methods of sales forecasting, Collective opinion method, Delphi technique, economic indicator method; Regression analysis.

Network Analysis: Phases of project management, network representation, techniques for drawing network, numbering of events (Fulkersen rule), PERT calculations, Critical path method (CPM): Forward pass computation, backward pass computation, computation of float and slack time, critical path, time cost optimization algorithm, updating a project, resource allocation and scheduling, Management operation system technique (MOST).

Unit-IV

Value Engineering: Value, Nature and measurement of value, Maximum value, Normal degree of value, Importance of value, value analysis job plan, creativity, steps to problem solving and value analysis, value analysis tests, value engineering idea generation check list, Cost reduction through value engineering-case study, materials and process selection in value engineering.

Modern Approaches: Concurrent engineering, Quality function deployment (QFD), Reverse engineering, 3D printing.

Text Books:

1. Work study and Ergonomics by Prof. P.C. Tewari, Ane Books Pvt. Ltd., New Delhi-110002.
2. Operations Research by A. M., Natarajan and P. Balasubramanie, Pearson Education India.
3. Industrial Engineering and Production Management by TelSang Martand, S. Chand and company Ltd.

Reference Books:

1. Operation Research by Prem Kumar Gupta and D.S. Heera, S. Chand Publications.
2. Motion and time study: Improving Productivity by Marvin E, Mundel and David L, Pearson Education.
3. Work study and Ergonomics by S. K. Sharma and Savita Sharma, S. K. Kataria and Sons, Delhi.
4. Product design and engineering by A. K. Chitale and Gupta, PHI

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering								
MEC-306 LA	**MECHANICAL ENGINEERING LAB-I**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose:	To provide practical knowledge in the concerned subject that a student opt from the program electives offered in the curriculum.							

INTERNAL COMBUSTION ENGINES PRACTICALS:

COURSE OUTCOMES:

CO 1: Students will be able to explain the principles, construction and working of S.I. and C.I. engines.

CO 2: Students will be experiment on fuel injection systems, lubrication and cooling systems.

CO 3: Students will also be able to evaluate the performance parameters of reciprocating air compressor, petrol and diesel engines.

LIST OF EXPERIMENTS

1. To make a trial on single cylinder 4-stroke Diesel Engine to calculate B. H. P., S.F.C. and to draw its characteristics curves.
2. To make a trial on 4-stroke high-speed diesel engine and to draw its Heat Balance Sheet.
3. To make a trial on Wiley's jeep Engine at constant speed to calculate B. H. P., S. F. C. Thermal efficiency and to draw its characteristic Curves.
4. To make Morse Test to calculate IHP of the multi cylinder petrol engine and to determine its mechanical efficiency.
5. To calculate the isothermal efficiency and volumetric efficiency of a 2 stage reciprocating air compressor.
6. To find out the efficiency of an air Blower.
7. To make a trial on the Boiler to calculate equivalent evaporation and efficiency of the boiler.
8. To study the following models;
   (a) Gas Turbine (b) Wankle Engine.
9. To study
   (a) Lubrication and cooling systems employed in various I. C. Engines in the Lab
   (b) Braking system of automobile in the lab
10. To study a Carburetor.
11. To study (I) the Fuel Injection System of a C. I. Engine. (II) Battery Ignition system of a S.I. Engine
12. To study Cooling Tower.
13. To make a trial with multi-cylinder four stroke vertical Diesel Engine test Rig with Hydraulic Dynamometer.

DESIGN OF TRANSMISSION SYSTEMS PRACTICALS:

COURSE OUTCOMES:

CO 1: Students will be able to analyse and simulate transmission elements using different modules of SOLIDWORKS/ANSYS.

CO 2: Students will be able to apply the design principles and concepts in designing and simulation of various transmission elements of an automobile under different operating conditions.

CO 3: The students will be able to construct and work with different transmission components used in automobiles.

LIST OF EXPERIMENTS

1. To model and simulate the V-belt drive/belt conveyor.
2. To simulate and analyze the rack and pinion arrangement under different loading conditions.
3. Static structural analysis of different gears.
4. Transient and explicit analysis on transmission system gears.
5. To simulate and analyze rigid flange coupling and bushed-pin flexible coupling.
6. To simulate and analyze the camshaft.
7. Static structure and fatigue analysis of crank shaft.
8. To study the construction details, working principles and operations of different types of automotive clutches.
9. To study the direct-shift continuous variable transmission (CVT) system.
10. To study the constructional details, working principles and operations of different types of automotive brakes.

GAS DYNAMICS AND JET PROPULSION PRACTICALS

COURSE OUTCOMES:

CO 1: Students will be able to simulate and analyse the flow through the nozzle and an airfoil.

CO 2: Students will be able to simulate the vortex shedding phenomenon.

CO 3: Students will be able to develop and validate the computer program for Coutte flow.

CO 4: Students will be able to develop the computer based program of fully developed laminar flow in a pipe.

LIST OF EXPERIMENTS

1. To simulate and analyze the compressible flow through a nozzle.
2. To simulate and analyze the transonic flow over an airfoil.
3. To simulate vortex shedding phenomenon over a cylinder in laminar flow.
4. To make and validate a computer program for the coutte flow.
5. To make and validate a computer program for the fully developed laminar flow in circular pipe.
6. To simulate and analyze the laminar flow pipe.

Note: At least six experiments are required to be performed by students from the above list and remaining four may be performed from the experiments developed by the institute.

B. Tech. (6th Semester) Mechanical Engineering								
MEC-308 LA	**MECHANICAL ENGINEERING LAB-II**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose:	To provide practical knowledge in the concerned subject that a student opt from the program electives offered in the curriculum.							

COMPOSITE MATERIALS PRACTICALS

COURSE OUTCOMES:

CO 1: Students will be able to develop composites such as polymer matrix composites, MMC etc. using different types of composites development techniques.

CO 2: Students will be capable of analysing the physical, mechanical and tribological behavior of the developed composites.

LIST OF EXPERIMENTS

1. To study the hot compression molding technique for the preparation of thermosetting-resin matrix composites.
2. To develop the advanced fiber reinforced polymer composites and characterize for their physical properties (density, constituent weight and volume fractions, void volume fraction, thermal expansion coefficients, moisture absorption and diffusivity, moisture expansion coefficients).
3. To find the hardness and tensile and flexural properties of the advanced fiber reinforced polymer composites.
4. To develop the particle reinforced polymer composites and characterize for their physical properties (density, constituent weight and volume fractions, void volume fraction, thermal expansion coefficients, moisture absorption and diffusivity, moisture expansion coefficients).
5. To develop the Al metal-matrix composites using friction stir casting and characterize for various mechanical properties.
6. To find the friction and wear properties of Al metal matrix composites using pin-on-disc apparatus.
7. To find the hardness and tensile and flexural properties of the particle reinforced polymer composites.
8. To find the friction and wear properties of fiber reinforced/particle reinforced polymer composites using pin-on-disc apparatus.

REFRIGERATION AND AIR CONDITIONING PRACTICALS

COURSE OUTCOMES:

CO 1: Students will be able to evaluate the performance of water cooler, Ice plant, cooling towers and Cascade refrigeration system.

CO 2: Students will be able to analyse different cycles of operation in air-conditioning.

CO 3: Students will be able to measure humidity in air-conditioning systems.

CO 4: Students will be able to operate various control devices in refrigeration and air-conditioning systems.

LIST OF EXPERIMENTS

1. To study and perform experiment on basic vapour compression Refrigeration Cycle.
2. To study and perform experiment on Solar Air-conditioner based on vapour absorption cycle.
3. To find C.O.P. of water cooler.
4. To study and perform experiments on compound compression and multi-load systems.
5. To study and perform experiment on vapour absorption apparatus.
6. Perform the experiment & calculate various performance parameters on a blower apparatus.
7. To find the performance parameter of cooling tower.
8. To study various components in room air conditioner.
9. To find RH of atmospheric air by using Sling Psychrometer.
10. To find performance of a refrigeration test rig system by using different expansion devices.
11. To study different control devices of a refrigeration system.
12. To find the performance parameters of Ice Plant.
13. To study and perform experiment on Cascade system.

PRODUCT ENGINEERING PRACTICALS

COURSE OUTCOMES:

CO 1: Students will be able to analyze P-Chart and C-Chart.

CO 2: Students will be able to analyze normal distribution and universal distribution.

CO 3: Students will be able to interpret the two handed process chart and Multi activity chart (Man-Machine Chart).

CO 4: Students will be able to interpret the concept of $\bar{X}$, R Charts and Process capability.

LIST OF EXPERIMENTS

1. To draw left and right hand process charts and to conduct time study for the bolt, washer & nut assembly of present and improved methods.
2. To show that sample means for a normal universe follow a normal distribution.
3. To learn performance rating through observation of the activity of dealing pack of 52 playing cards.
4. To study the changes in heart beat rate for different subjects using Treadmill.
5. To plot the operating charters tic curve for a single sampling attributes plan of a given lot of plastic balls and to compare the actual O.C curve with theoretical O.C curve.
6. To study the changes in heart beat rate for different subjects using Ergocycle.
7. To draw P-Chart for fraction defective and to check the control of the process for a given set of plastic balls.
8. To draw a C- chart for a given set of metal discs and to check the control of the process by taking each disk with 10 holes of each 6 mm size as one unit.
9. To show that the sample means from a rectangular universe follow a normal distribution.
10. To draw multiple activity chart or man-machine chart for the subject of toasting 3 slices of bread in one electric double compartment toaster.

11. To draw $\bar{X}$ and R charts and to determine the process capability from the measurement of large diameter of a given set of stepped pins.
12. Measure the skill and dexterity in the moment of wrist and fingers using pin board.

Note: At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.