

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



**Revised Scheme of Examination and Syllabus
for
Under Graduate Programmes
in the Subject of HISTORY
as per NEP 2020
Curriculum and Credit Framework for Postgraduate Programme
With Multiple Entry-Exit, Internship and CBCS-LOCF
with effect from the session 2025-26 (in phased manner)**

DEPARTMENT OF HISTORY
FACULTY OF SOCIAL SCIENCES
KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA

I. Programme Learning Outcomes (PLOs):

Set-I: PLOs

UG Certificate in Social Sciences

After the completion of UG Certificate in Social Sciences, the student would be able to:

PLO-1: Knowledge and Understanding	Demonstrate the knowledge of basic principles, concepts, facts and broad linkage of chosen subjects of Social Sciences.
PLO-2: Skills	Select and use relevant methods, tools, and materials to assess the appropriateness of approaches for solving problems associated with the chosen subjects of Social Sciences.
PLO-3: Application of Knowledge and Skills	Apply the acquired operational or theoretical knowledge, and a range of practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen subjects of Social Sciences.
PLO-4: Critical Thinking	Listen carefully, read texts, make judgments and take decisions based on critical analysis of data and evidences.
PLO-5: Ethics	Put forward convincing arguments to respond to the ethical and moral issues associated with the chosen subjects, practice ethical and moral values in one's life.
PLO-6: Communication	Express scientific thoughts and ideas effectively in writing and orally and communicate on scientific activities with others using appropriate media.
PLO-7: Life Long Learning	Acquire knowledge and skills including learning 'how to learn' that are necessary for participating in learning activities throughout life.
PLO-8: Environmental Awareness	Demonstrate knowledge of effects of environmental degradation, climate change and pollution, effective waste management.
PLO-9: Digital Literacy	To use ICT in a variety of learning and work situations.

Set-II: PLOs

UG Diploma in Social Sciences

After the completion of UG Diploma in Social Sciences, the student would be able to:

PLO-1: Knowledge and understanding	Demonstrate the deeper knowledge and understanding of principles, concepts, facts and broad linkage of chosen subjects of Social Sciences.
PLO-2: Skills	Select and use relevant methods, tools, and materials to assess the appropriateness of approaches from a range of sources for solving complex problems associated with the chosen subjects of Social Sciences.
PLO-3: Application of Knowledge and Skills	Apply the acquired operational or theoretical knowledge, and a range of practical skills to select and use appropriate methods, tools, materials, and information to generate solutions to specific problems relating to the chosen subjects of Social Sciences.
PLO-4: Critical Thinking	Listen carefully, read texts, make judgments and take decisions based on critical analysis of data and evidences, present complex information in a clear, scientific and concise manner.
PLO-5: Ethics	Formulate arguments in support of actions to address the ethical and moral issues associated with the chosen subjects, practice ethical and moral values in one's life.

PLO-6: Communication	Express scientific thoughts and ideas effectively in writing and orally and communicate on scientific activities with others using appropriate media.
PLO-7: Life Long Learning	Acquire knowledge and skills including learning ‘how to learn’ that are necessary for participating in learning activities throughout life.
PLO-8: Environmental Awareness	Apply knowledge, skills and attitude to mitigate the effects of environmental degradation, climate change and pollution, effective waste management.
PLO-9: Digital Literacy	To use ICT in a variety of learning and work situations.

Set-III: PLOs

Bachelor’s Degree in Social Sciences

After the completion of Bachelor’s Degree in Social Sciences, the student would be able to:

PLO-1: Knowledge and Understanding	Demonstrate the comprehensive and specialized knowledge and deep understanding of principles, concepts, and facts about current and emerging issues relevant to chosen subjects of Social Sciences.
PLO-2: Skills	Select and use relevant methods, tools, and materials to assess the appropriateness of approaches for solving specific problems associated with the chosen subjects of Social Sciences.
PLO-3: Application of Knowledge and Skills	Apply the acquired operational or theoretical knowledge, and a range of practical skills to analyze quantitative and qualitative data to assess the different approaches to generate solutions to specific problems related to the chosen subjects of Social Sciences.
PLO-4: Critical Thinking	Listen carefully, read texts, make judgments and take decisions based on critical analysis of data and evidences, present complex information in a clear, scientific and concise manner.
PLO-5: Ethics	Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-6: Communication	Able to communicate effectively on complex scientific activities with the scientific community and with society at large, such as, being able to comprehend and write effective scientific reports and design documentation, make effective presentations.
PLO-7: Life Long Learning	Acquire knowledge and skills including learning ‘how to learn’ that are necessary for participating in learning activities throughout life.
PLO-8: Environmental Awareness	Apply knowledge, skills and attitude to mitigate the effects of environmental degradation, climate change and pollution, effective waste management.
PLO-9: Digital Literacy	To use ICT in a variety of learning and work situations, appropriate software to analyze the data.
PLO-10: Research- Aptitude	Ask relevant/appropriate questions, identifying, formulating and analyzing the research problems and to draw conclusion from the analysis.

II. Complete Scheme of the U.G. Courses (History):

Semester	Course Type	Course Code	Name of the Course	Credits	Contact Hours	Internal Assessment Marks	End Term Exam Marks	Max. Marks	Duration of Exam (Hrs.)
1	CC-1 MCC-1	B23- HIS-101	Idea of Bharat	4	4	30	70	100	3
	MCC-2	B23- HIS-102	Ancient World	4	4	30	70	100	3
	CC-M1	B23- HIS-103	Indian History & Culture	2	2	15	35	50	3
	MDC-1	B23- HIS-104	Glimpses of Ancient India	3	3	25	50	75	3
2	CC-2 MCC-3	B23- HIS-201	History of India (From Earliest Times to 1206)	4	4	30	70	100	3
	CC-M2	B23- HIS-202	Orality and Oral Culture in India	2	2	15	35	50	3
	DSEC-1	B23- HIS-203	History: Theory & Method	4	4	30	70	100	3
	MDC-2	B23- HIS-204	Glimpses of Medieval India	3	3	25	50	75	3
3	CC-3 MCC-4	B23- HIS-301	History of India (1206-1757)	4	4	30	70	100	3
	MCC-5	B23- HIS-302	Medieval World	4	4	30	70	100	3
	MDC-3	B23- HIS-303	Glimpses of Modern India	3	3	25	50	75	3
	CC-M3	B23- HIS-304	Medieval India	4	4	30	70	100	3
4	CC-4 MCC-6	B23- HIS-401	History of India (1757-1947)	4	4	30	70	100	3
	MCC-7	B23- HIS-402	Medieval Europe	4	4	30	70	100	3
	MCC-8	B23- HIS-403	History of Haryana (From Earliest Times to 1966)	4	4	30	70	100	3
	DSE-1	B23- HIS-404	Social Formations and Cultural Patterns in Ancient & Medieval Times	4	4	30	70	100	3
		OR							
		B23- HIS-405	Patterns of Capitalism in Modern Times	4	4	30	70	100	3
5	CC-5 MCC-9	B23- HIS-501	History of Europe (1789-1914)	4	4	30	70	100	3

	MCC-10	B23-HIS-502	Indian National Movement (1885-1920)	4	4	30	70	100	3	
	DSE-2	B23-HIS-503	History of Early India (From Primitive Times to C 300 BCE)	4	4	30	70	100	3	
OR										
		B23-HIS-504	Introduction to Indian Art History	4	4	30	70	100	3	
	DSE-3	B23-HIS-505	South Asia in Modern Times-I	4	4	30	70	100	3	
OR										
		B23-HIS-506	Understanding Heritage	4	4	30	70	100	3	
6	CC-6 MCC-11	B23-HIS-601	History of Europe (1914-1945)	4	4	30	70	100	3	
	MCC-12	B23-HIS-602	Indian National Movement (1920-1947)	4	4	30	70	100	3	
	CC-M6	B23-HIS-607	Modern India	4	4	30	70	100	3	
	DSE-4	B23-HIS-603	History of Early Medieval India (750 – 1206)	4	4	30	70	100	3	
		OR								
		B23-HIS-604	Historical Tourism: Theory & Practice	4	4	30	70	100	3	
	DSE-5	B23-HIS-605	South Asia in Modern Times-II	4	4	30	70	100	3	
		OR								
		B23-HIS-606	Understanding Popular Culture	4	4	30	70	100	3	
	7	CC-H1	B23-HIS-701	Early Societies	4	4	30	70	100	3
CC-H2		B23-HIS-702	Rise of Modern World	4	4	30	70	100	3	
CC-H3		B23-HIS-703	East Asia in Modern Times-I	4	4	30	70	100	3	
CC-HM1		B23-HIS-707	Rise of Modern World	4	4	30	70	100	3	
DSE-6		B23-HIS-704	History of the U.S.A. (1776-1865)	4	4	30	70	100	3	

		OR							
		B23-HIS-705	History of Imperial Russia (1855-1917)	4	4	30	70	100	3
	PC-H1	B23-HIS-706	Historical Seminar-I	4	4	30	70	100	3
8	CC-H4	B23-HIS-801	Medieval Societies	4	4	30	70	100	3
	CC-H5	B23-HIS-802	Modern World	4	4	30	70	100	3
	CC-H6	B23-HIS-803	East Asia in Modern Times-II	4	4	30	70	100	3
	CC-HM2	B23-HIS-807	Modern World	4	4	30	70	100	3
	DSE-7	B23-HIS-804	History of the U.S.A. (1865-1945)	4	4	30	70	100	3
		OR							
			B23-HIS-805	History of Soviet Russia (1917-1991)	4	4	30	70	100
	PC-H2	B23-HIS-806	Historical Seminar-II	4	4	30	70	100	3

Scheme of the SEC and VOC courses:

Semester	Course Type	Course Code	Name of the Course	Credits	Contact Hours	Internal Assessment Marks	End Term Exam Marks	Max. Marks	Duration of Exam (Hrs.)
2	SEC-2	B25-SEC-233	Field Archaeology	3	3	25	50	75	3
3	SEC-3	B25-SEC-333	Heritage Conservation	3	3	25	50	75	3
4	VOC-4	B25-VOC-244	Historical Tourism	4	4	30	70	100	3
5	VOC-5	B25-VOC-148	Introduction to Archival Studies	4	4	30	70	100	3
6	VOC-6	B25-VOC-348	Museology	4	4	30	70	100	3

CHAIRPERSON

Syllabus of Undergraduate Programmes, History, (Minor)

Semester-3rd:

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	3rd		
Name of the Course	Medieval India		
Course Code	B23-HIS-304		
Course Type: (CC/MCC/MDC/ CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/M3		
Level of the course (As per Annexure-I)	200-299		
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Grasp the major historical developments pertaining to the Triangular Struggle for Hegemony of Kannauj; Polity and Administration of Cholas; Rise of Rajputs, and invasions of Mahmood Ghaznavi and Muhammad Ghori in India. 2. Know the consolidation, and decline of the Delhi Sultanate. Understand the major historical developments pertaining to the Establishment of Mughal Rule and rise of Shershah Suri 3. Familiar with Polity & Policies of the Mughal Emperors and the role of Bhakti and Sufi movements in shaping medieval society. Also evaluate the significance of medieval Indian art, architecture, and education & literature. 4. Demonstrate the Expansion of Alauddin Khilji's Empire, Political Conditions of India in 1526, Extent of Mughal Empire at the Death of Akbar (1605) and Extent of Mughal Empire at the Death of Aurangzeb (1707) on the outline map of India and also explicate it historically 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04

Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter:</u>			
<ol style="list-style-type: none"> Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks. The Compulsory Question shall consist of <i>seven</i> short answer type questions of 2 marks each which shall be spread over the whole syllabus. The candidate shall be required to attempt <i>five</i> questions in all selecting one each question from Unit I-IV and the Compulsory Question. The Map Question will be carrying 14 marks (9 for map work and 5 for explanatory note). For visually handicapped candidates, the part relating to the explanatory note will carry full marks. 			
Unit	Topics		Contact Hours
I	Triangular Struggle for Hegemony of Kannauj: Palas, Pratiharas and Rashtrakutas and the Rise of Rajputs Turks' conflicts with Indian states and Impact: Mahmud Ghaznavi and Muhammad Ghorī Emergence of Delhi Sultanate: Qutbuddin Aibek, Iltutmish and Balban		15
II	Consolidation of Delhi Sultanate: Alauddin Khalji and Muhammad-Bin Tughlaq Downfall and Fragmentation of Delhi Sultanate Establishment of Mughal Empire: Babur Sher Shah Suri and his Administration		15
III	The role of Mughal Emperors: Akbar and Aurangzeb; Decline of Mughal Empire Bhakti and Sufi Movements		15
IV	Maps (India): Expansion of Alauddin Khilji's Empire Political Conditions of India in 1526 Extent of Mughal Empire at the Death of Akbar (1605) Extent of Mughal Empire at the Death of Aurangzeb (1707)		15
Suggested Evaluation Methods			

Internal Assessment:	30 Marks	End Term Examination: 70 Marks
➤ Theory		
• Class Participation:	05 Marks	
• Seminar/presentation/assignment/quiz/class test etc.:	10 Marks	
• Mid-Term Exam:	15 Marks	
➤ Practicum	N.A.	
• Class Participation:		
• Seminar/Demonstration/Viva-voce/Lab records etc.:		
• Mid-Term Exam:		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Chandra Satish	<i>Medieval India from the Sultanate to the Mughals</i> , Delhi 1997. <i>History of Medieval India</i> , Orient Blackman, Reprint Hyderabad, 2018 <i>Madhyakalin Bharat: Rajniti Samaj and Sanskriti</i> , Delhi, 2007.
Chaurasia, R. S.	<i>History of Modern India</i> , Atlantic, New Delhi, 2002.
Habib, Irfan	<i>The Agrarian System of Mughal India, 1526-1707</i> , OUP, New Delhi, 1999.
Dinkar, Ramdhari Singh	<i>Sanskriti Ke Char Adhyaya</i> , Sahitya Academy, 1956.
Habibullah, A. B. M.	<i>The Foundation of Muslim Rule in India</i> , Central Book Depot, Allahabad, 1967.
Grover, B. L. and Alka Mehta	<i>Modern Indian History</i> , S. Chand and Company, New Delhi, 2018.
Majumdar, R. C., J. N. Chaudhri, and S. Chaudhari	<i>The Mughal Empire</i> , Vol. 7, Bharti Vidhya Bhawan, Bombay, 1960.
Moreland, W. H.	<i>The Agrarian System of Moslem India</i> , Central Books, Allahabad, 1920.
Prasad, Beni	<i>History of Jahangir</i> , OUP, London, 1922.
Prasad, Ishwari,	<i>The Life and Times of Humayun</i> , Orient Longman, Calcutta, 1955.
Raychaudhary, Tapan & Irfan Habib,	<i>The Cambridge Economic History of India</i> , Vol. I, Orient Longman, Hyderabad, 1984.
Richards, J. F.	<i>The Mughal Empire</i> , Foundation Books, New Delhi, 1993.
Sarkar, J. N.	<i>History of Aurangzeb</i> , 5 Vols. J. Sarkar & Sons, Calcutta, 1912-14.
Sastri, K. A. Nilakanta	<i>A History of South India</i> , OUP, New Delhi, 1976.
Srivastava, A. L.	<i>Akbar the Great</i> , 2 Vols. Shil Lal Agarwal & Co., Agra, 1962, 1967.
Tripathi, R. P.	<i>Rise and Fall of the Mughal Empire</i> , Central Book Depot., Allahabad, 1956.

Quereshi, I. H.

The Administration of the Mughal Empire, OUP,
Karachi, 1866.

Mapping Matrix of Course B23-HIS-303

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B23-HIS-303.1	3	3	2	3	3	2	3	3	3	3
B23-HIS-303.2	3	3	2	3	3	2	3	3	3	3
B23-HIS-303.3	3	3	2	3	3	2	3	3	3	3
B23-HIS-303.4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Semester- 6th:

Session: 2025-26	
Part A - Introduction	
Subject	History
Semester	6th
Name of the Course	Modern India
Course Code	B23-HIS-607
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/M6
Level of the course (As per Annexure-I)	300-399

Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Understand the foundation and consolidation of British rule in India and the causes of the Revolt of 1857 and its consequences. 2. Analyze the origin, growth, and different trends within Indian national movement. 3. Evaluate the role of Mahatma Gandhi, in the freedom struggle, communal politics, and the partition and Independence. 4. Demonstrate the Areas and Centers of Non-Cooperation Movement, Areas and Centers of Civil Disobedience Movement, Areas and Centers of Quit India Movement and Places of Important Sessions of Indian National Congress (1920-1947) on the outline map of India and also explicate it historically. 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter:</u>			
<ol style="list-style-type: none"> 1. Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks. 2. The Compulsory Question shall consist of <i>seven</i> short answer type questions of 2 marks each which shall be spread over the whole syllabus. 3. The candidate shall be required to attempt <i>five</i> questions in all selecting one each question from Unit I-IV and the Compulsory Question. 4. The Map Question will be carrying 14 marks (9 for map work and 5 for explanatory note). For visually handicapped candidates, the part relating to the explanatory note will carry full marks. 			
Unit	Topics		Contact Hours
I	Founding of the British Empire: Battles of Plassey and Buxar Consolidation of the British Empire; Subsidiary Alliance System and Doctrine of Lapse. Uprising of 1857: Causes, Nature and Consequences		15

II	Origin and Growth of National Consciousness Founding of Indian National Congress Moderates and Extremists: Ideology, Programme and Politics Role of Revolutionaries in National Movement of India	15
III	Mahatma Gandhi and Indian Nationalism: Non-Cooperation, Civil Disobedience, and Quit India Movements Role of Dr. B.R. Ambedkar and Poona Pact Muslim League: Ideology and Politics Partition and Independence of India	15
IV	Maps (India): Places of Important Sessions of Indian National Congress Centers of Civil Disobedience Movement Important Centers of Revolutionary Movement Centers of Quit India Movement	15
Suggested Evaluation Methods		
Internal Assessment:		30 Marks
➤ Theory		
• Class Participation:		05 Marks
• Seminar/presentation/assignment/quiz/class test etc.:		10 Marks
• Mid-Term Exam:		15 Marks
➤ Practicum		N.A.
• Class Participation:		
• Seminar/Demonstration/Viva-voce/Lab records etc.:		
• Mid-Term Exam:		
End Term Examination: 70 Marks		
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Chand, Tara	<i>History of Freedom Movement</i> , New Delhi, 1965.	
Chandra Bipan,	<i>History of Modern India</i> , Orient Blackman, Hyderabad, 2019, Reprint.	
	<i>Adhanuk Bharat Ka Itihas</i> , Delhi, 2009.	
Chaurasia, R. S.	<i>History of Modern India</i> , Atlantic, New Delhi, 2002.	
Desai, A. R.	<i>Social Background of Indian Nationalism</i> , Popular Book Depot., Bombay, 1959.	
Dutt, R. C.	<i>Economic History of India</i> , 2 Vols. London, 1901, 1903.	
Fisher, Michael (ed.),	<i>The Politics of the British Annexation of India, 1757-1857</i> , New Delhi, 1999.	
Gopal, S.	<i>British Policy in India, 1858-1905</i> , Cambridge University Press, Cambridge, 1965.	
Grover, B. L. and Alka Mehta	<i>Modern Indian History</i> , S. Chand and Company, New Delhi, 2018.	
Habibillah, A. B. M.	<i>The Foundation of Muslim Rule in India</i> , Central Book Depot, Allahabad, 1967	
Marshall, P. J.	<i>The Eighteenth Century in Indian History</i> , New Delhi, 2003.	
Muir, R.	<i>The Making of British India, 1756-1857</i> , New	

Naoroji, Dadabhai	Delhi, 1985. <i>Poverty and Un-British Rule in India</i> , London, 1901.
Pandey, Gyanendra,	<i>The Construction of Communalism in Colonial North India</i> , New Delhi, 1990.
Parshad, Gopal	<i>Indian National Movement (in Hindi)</i> , Luxmi Publishing House, Rohtak, 2015.
Sarkar, Sumit, Singh, Amarjit	<i>Aadhunik Bharat</i> , New Delhi, 2000. <i>Divided Punjab: Politics of the Muslim League and Partition, 1935-1947</i> , New Delhi, 2001. <i>Jinnah and Punjab: Shamsul Hasan Collection and Other Documents</i> , (ed.), New Delhi, 2007. <i>Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi</i> , (ed), New Delhi, 2015. <i>Partition of India: Rethinking</i> , (ed), New Delhi, 2017.
Spear, P.	<i>Oxford History of India</i> , New Delhi, 1974.
Stein, Burton	<i>A History of India</i> , Sussex, 2010.
Sukla, R. L.,	<i>Aadhunik Bharat Ka Itihas</i> , New Delhi, Delhi, 2003.

Mapping Matrix of Course B23-HIS-606

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B23-HIS-606. 1	3	3	2	3	3	2	3	3	3	3
B23-HIS-606. 2	3	3	2	3	3	2	3	3	3	3
B23-HIS-606. 3	3	3	2	3	3	2	3	3	3	3
B23-HIS-606. 4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Semester-7(Minor)

Session: 2026-27	
Part A – Introduction	
Subject	History
Semester	7 th
Name of the Course	Rise of Modern World
Course Code	B23-HIS-707
Course Type: (CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	CC-HM1

Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn the major historical developments pertaining to the Transition from Feudalism to Capitalism in Early Modern Europe, and Origins, Social Roots, Growth and Long-term Impact of Renaissance and Reformation Movements. 2. Understand the major historical developments pertaining to the Exploration of the 'New World'; Early Colonial System and Colonization in Americas and Shift of Economic Balance from the Mediterranean to Atlantic Region. 3. Grasp the major historical developments related to the Glorious Revolution in Britain and Nature and Impact of America. 4. Demonstrate the Important centers of Renaissance, Reformation, important centers of Mercantile Trade and political conditions of Europe in 1789. Scientific Academies and the Countries affected by Despotism and Absolutism on the outline map of Europe and also explicate it historically. 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter:</u>			
<ol style="list-style-type: none"> 1. Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks. 2. The Compulsory Question shall consist of <i>seven</i> short answer type questions of 2 marks each which shall be spread over the whole syllabus. 3. The candidate shall be required to attempt <i>five</i> questions in all selecting one each question from Unit I-IV and the Compulsory Question. 4. The Map Questions shall be carrying 14 marks each (09 Marks for map work and 05 marks for Explanatory Note). For visually disabled students, the part relating to the Explanatory Note shall carry full marks. 			
Unit	Topics		Contact Hours

Hill, Christopher	<i>From Reformation to Industrial Revolution</i>
Hilton, Rodney	<i>Transition From Feudalism to Capitalism</i>
Hobsbawm, E.J.	<i>The Age of Revolution</i>
-----	<i>Nation and Nationalism</i>
Keenigsberger, H.G. and G. L.	<i>Europe in the Sixteenth Century</i>
Moses	
Morgan, K.O.	<i>Oxford Illustrated History of Britain 1789-1983</i>
Parker, G.	<i>Europe in Crisis 1598-1648</i>
Parker, G. and L. M. Smith	<i>General Crises of the Seventeenth Century</i>
Parry, J.P.	<i>The Age of Renaissance</i>
Porter, Andrew	<i>European Imperialism, 1860-1914</i>
Rabb, Theodore K.	<i>The Struggle for Stability in Early Modern Europe</i>
Roberts, J.M.	<i>Europe 1880-1945</i>
Stavrianes, L. S.	<i>The World Since 1500</i>
Stephen, J. Lee.	<i>Aspects of European History 1494-1789</i>
Wood, Anthony	<i>History of Europe 1915-1960</i>

Mapping Matrix of B23-HIS-707

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B23-HIS-702.1	3	3	2	3	3	2	3	3	3	3
B23-HIS-702.2	3	3	2	3	3	2	3	3	3	3
B23-HIS-702.3	3	3	2	3	3	2	3	3	3	3
B23-HIS-702.4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Semester-8 (Minor)

Session: 2026-27	
Part A - Introduction	
Subject	History
Semester	8 th
Name of the Course	Modern World
Course Code	B23-HIS-807

Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC-HM2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn the major historical developments in the western world leading to the rise of Capitalism, Industrial and Agriculture revolution. 2. Understand the major historical upheavals in Europe during and after the World War-I. 3. Grasp the deepening crisis in Europe in late 1920s and 1930s; Rise of totalitarianism and the origins and consequences of World War-II. 4. Demonstrate the important Centers of capitalism during early 20th Century, Extent of Industrial Revolution and Polarization of Countries before World War-I and World War-II on the outline map of World and also explicate it historically. 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter:</u>			
<ol style="list-style-type: none"> 1. Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks. 2. The Compulsory Question shall consist of <i>seven</i> short answer type questions of 2 marks each which shall be spread over the whole syllabus. 3. The candidate shall be required to attempt <i>five</i> questions in all selecting one each question from Unit I-IV and the Compulsory Question. 4. The Map Questions shall be carrying 14 marks each (09 Marks for map work and 05 marks for Explanatory Note). For visually disabled students, the part relating to the Explanatory Note shall carry full marks. 			
Unit	Topics		Contact Hours
I	Rise of Capitalism: Early Stages – Mercantile Capital and Free Trade Capital Industrial Revolution – Origins, Nature & Impact		15

	Agriculture Revolution- Nature & Impact	
II	Origins and Consequences of World War-I Peace Settlement: Treaties and its Consequences Socialism and the Bolshevik Revolution in Russia Working of the League of Nations	15
III	The Great Depression of 1929 and its Effects Rise of totalitarianism Fascism, Nazism & Militarism: Causes, Nature and Consequences World War-II: Origins and Consequences	15
IV	Maps (World): Capitalist Powers of Europe Major Places connected with Industrial Revolution Polarization of Countries before World War-I Polarization of Countries before World War-II	15
Suggested Evaluation Methods		
Internal Assessment:		End Term Examination: 70 Marks
<ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 05 Marks • Seminar/presentation/assignment/quiz/class test etc.: 10 Marks • Mid-Term Exam: 15 Marks ➤ Practicum <ul style="list-style-type: none"> • Class Participation: N.A. • Seminar/Demonstration/Viva-voce/Lab records etc.: • Mid-Term Exam: 		
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Anderson, Perry	<i>Lineages of the Absolutist State</i>	
Barracrough, G.	<i>An Introduction to Contemporary History</i> , Penguin, 1968.	
Bronowski, J. and Bruce Mulish	<i>The Western Intellectual Tradition</i> , Ayer Co., 1960.	
Carr, E.H.	<i>The Bolshevik Revolution, 1917-23</i> , 3 Vols., Macmillan, 1950, 1951 and 1953.	
Chauhan, D.S.	<i>Europe Ka Itihas</i> (Hindi)	
-----	<i>Samkalin Europe</i> (Hindi)	
Davies, H.A.	<i>Outline History of the World</i>	
Fisher, H.A.L.	<i>A History of Europe</i> , Fontana Library, 1969.	
Gupta, Parthasarthi (ed.)	<i>Adhunik Paschim Ka Uday</i> (Hindi)	
-----	<i>Europe Ka Itihas</i> (Hindi)	
Henderson, O.P.	<i>The Industrial Revolution on the Continent</i> .	
Hill, Christopher	<i>From Reformation to Industrial Revolution</i> , Penguin, 1970.	
-----	<i>Lenin and the Russian Revolution</i> , Penguin, 1978.	

Hensley, F.H. (ed.)	<i>Modern History: Material Progress and World Wide Problems</i>
Joll, James	<i>Europe Since 1870: An International History</i> , Harper-Row, 1973.
-----	<i>1870 Se Europe</i> (Hindi)
Langer, W.L.	<i>Diplomacy of Imperialism</i>
-----	<i>European Alliances and Alignments</i> , Greenwood, 1977.
Lefebvre, Georges	<i>Coming of the French Revolution</i> , Princeton, 1989.
Palmer, R.A. and Cotton	<i>A History of Modern World</i> , McGraw, 1982.
Joel	
Parks, H.B.	<i>The United States of America</i>
Rolls, Eric	<i>History of Economic Thought</i>
Rude, George	<i>Revolutionary Europe</i> , 1984.
Saboul, A.	<i>The French Revolution</i> .
Stavrianes, L.S.	<i>The World Since 1500</i> , 1928.
Taylor, A.J.P.	<i>The Origins of the Second World War</i>
-----	<i>The Struggle for Mastery in Europe</i> , OUP, 1954.
Thompson, David	<i>Europe Since Napoleon</i> , Penguin, 1966.

Mapping Matrix of Course B23-HIS-808

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B23-HIS-802 .1	3	3	2	3	3	2	3	3	3	3
B23-HIS-802 .2	3	3	2	3	3	2	3	3	3	3
B23-HIS-802 .3	3	3	2	3	3	2	3	3	3	3
B23-HIS-802 .4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

PC-H1

Session: 2025-26			
Part A – Introduction			
Subject	History		
Semester	7 th		
Name of the Course	Historical Seminar-I		
Course Code	B23-HIS-706		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	PC-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Be familiar with the types and nature of the historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology. 2. Learn how to collect and select the data from historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology. 3. Use and interpret the data collected from historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology. 4. Demonstrate the ability to write monograph/paper, based on the data collected and selected from historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology, through Seminar presentation. 		
Credits	Theory	Practical/Tutorial	Total
	-	04	04
Contact Hours	-	04	04
Max. Marks: Practicals	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			

Instructions for Paper-Setter:

1. The examiner shall conduct viva-voce examination along with report of student, which shall carry 70 (50+20) marks. 50 marks for Report and 20 of the Viva-Voce examination.

Unit	Practicals: - Topics	Contact Hours
I	Types and Nature of the historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology.	15
II	Methods of collection and selection of data from historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology.	15
III	Interpretation and usage of the data collected and selected from historical evidences and sources pertaining to Ancient Indian History, Cultures and Archaeology.	15
IV	Writing a research monograph/paper, based on the data collected and selected from historical evidences and sources pertaining on Ancient Indian History, Cultures and Archaeology, through Seminar presentation.	15

Suggested Evaluation Methods

Internal Assessment:	30 Marks	End Term – Practical Examination: 70 Marks
• Class Participation:	05 Marks	
• Seminar/presentation/assignment/quiz/class test etc.:	25 Marks	
> Practical	(70 Marks)	
• Report	50 Marks	
• Viva-voce Examination :	20 Marks	

Part C-Learning Resources**Recommended Books/e-resources/LMS:**

- Agrawala, V.S., *Studies in Indian Art*, Varanasi 1965.
 Altekar, A.S, *Education in Ancient India*, Nand Kishore & Bros, Varanasi, 1944.
 Arvind, Shri, *Bhartiya Sanskriti Ke Adhar*, Arbindo Ashram, Pondyecheri.
 Bhagvadatt, *Vrihad Bharat Ka Itihas*, Pranav Prakashan, New Delhi.
 Bhandarkar, D. R., *Lectures on Ancient Indian Numismatics*, Asian Educational Service, New Delhi, 1990 (Reprint).
 Brown, Percy, *Indian Architecture*, 2 vols., D. B. Taraporevala, Bombay.
 Brown, Percy, *Indian Painting*, Bombay, 1929.
 Coomaraswamy, A., *History of Indian and Indonesian Art*.
 Datta, V.N., *The Tribune 130 Years: A Witness to History*, Hay House Publication, Delhi, 2011
 Dharampal, *The Beautiful Tree*, Other India Press, Delhi, 1995.
 Dinkar, Ramdhari Singh, *Sanskriti Ke Char Adhyaya*, Sahitya Academy, New Delhi, 1956.
 Derringer, David, *The Alphabet: A Key to the History of Mankind*, London, 1948.
 Dwivedi, Kapil Dev, *Vedon Mein Tatva Gyan*, Tatva Bharti Anusandhan Parishad, New Delhi, 2014.
 Elliot, Sir H. M.& Dowson, J., *History of India as Told by its Own Historians*, 8 vols., London, 1867-

77.

- Ginsburg, Zekuthial, *New light on Our Numerals*
- Gupta, P. L., *Coins*, National Book Trust, New Delhi.
- Keith, A. B., *A History of Sanskrit Literature*, OUP, London.
- Kramrisch S., *Indian Sculpture*, MLBD, Delhi.
- Kramrisch, S., *Hindu Temple*, 2 vols., MLBD, Delhi.
- Law, B.C., *India as Described in the Early Texts of Buddhism and Jainism*.
- Majumdar, R.C., *Classical Accounts of India*, Calcutta, 1960.
- Maurice, Thomas, *Indian Antiquities*, Pub. T. Maurice, 1806, London.
- Mittal, Satish Chand, *Bhartiya Sanskriti Ke Char Adhyaya*, ABISY, New Delhi, 2018
- Mohan, Narendra, *Bhartiya Sanskriti*, Prabhat Prakashan, New Delhi, 2011.
- Mookherjee, Radha, *The Fundamental Unity of India*, Longman, Calcutta, 1914.
- Mc Cringle, J. W., *Ancient India as Described in Classical Literature*, Westminster, Session: 2016-17
12 1901.
- Partier, F.E., *Ancient Indian Historical Tradition*, London, 1922.
- Pandey, Govind Chandra, *Bhartiya Sanskriti*, Hindi Grantha Academy, Bhopal, 2008.
- , *Vedic Sanskriti*, Lok Bharti Prakashan, Allahabad.
- Pandey, Omprakash, *Drishvya Jagat Kayatatat*, Prabhat Prakashan, New Delhi, 2005.
- Pandey, Rajbali, *Bhartiya Puralipi*, Lok Bharti Prakashan, Allahabad, 1998
- Pathak, V. S., *Ancient Historians of India: A Study of Historical Biographies*, Asia Publishing House,
Bombay, 1966.
- Puri, B.N., *India as Described by Early Greek Writers*, Indological Book House, New Delhi, 1971.
- Ramesh, K.V., *Indian Epigraphy*, Delhi, 1984.
- Ray, N. R. (Ed.), *Sources of the History of India*, 6 vols., Indian Institute of Historical Studies, Kolkata.
- Sankalia, H.D., *Stone Age Tools, their Techniques and Uses*, Pune, 1964.
- Singh, M., *Mauryan India as Reflected in Indica of Megasthenes*, ABS Books, New Delhi, 2016.
- Sircar, D.C., *Indian Epigraphy*, MLBD, Delhi, 1965.
- Sivarammaurti, C., *Indian Sculpture*, New Delhi, 1964.
- Winternitz, M., *History of Indian Literature*, 3 Vols, New Delhi-1963-67.

Mapping Matrix of Course B23-HIS-706

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B23-HIS-706.1	3	3	2	3	3	2	3	3	3	3
B23-HIS-706.2	3	3	2	3	3	2	3	3	3	3
B23-HIS-706.3	3	3	2	3	3	2	3	3	3	3
B23-HIS-706.4	3	2	2	3	3	3	3	3	2	3
Average	3	2.75	2	3	3	2.25	3	3	2.75	3

PC-H2

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	8 th		
Name of the Course	Historical Seminar-II		
Course Code	B23-HIS-806		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	PC-H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Be familiar with the types and nature of the historical evidences and sources pertaining to Medieval and Modern Indian History. 2. Learn how to collect and select the data from historical evidences and sources pertaining to Medieval and Modern Indian History. 3. Use and interpret the data collected from historical evidences and sources pertaining to Medieval and Modern Indian History. 4. Demonstrate the ability to write monograph/paper based on the data collected and selected from historical evidences and sources pertaining to Medieval and Modern Indian History.		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks: Practicals	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter:</u>			
1. The examiner shall conduct viva-voce examination along with report of student, which shall carry 70 (50+20) marks. 50 marks for Report and 20 of the Viva-Voce examination.			

Unit	Practicals:- Topics	Contact Hours
I	Types and Nature of the historical evidences and sources pertaining to Medieval and Modern Indian History	15
II	Methods of collection and selection of data from historical evidences and sources pertaining to Medieval and Modern Indian History.	15
III	Interpretation and usage of the data collected and selected from historical evidences and sources pertaining to Medieval and Modern Indian History.	15
IV	Writing a research monograph/paper, based on the data collected and selected from historical evidences and sources pertaining on Medieval and Modern Indian History, through Seminar presentation.	15
Suggested Evaluation Methods		
Internal Assessment: <ul style="list-style-type: none"> • Class Participation: 05 Marks • Seminar/presentation/assignment/quiz/class test etc.: 25 Marks <p>➤ Practical (70 Marks)</p> <ul style="list-style-type: none"> • Report 50 Marks • Viva-voce Examination : 20 Marks 		End Term Practical Examination: 70 Marks
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS: Agrawala, V.S., <i>Studies in Indian Art</i>, Varanasi 1965. Andrews, C.P., <i>The Renaissance in India</i> Brodovo, V, <i>Indian Philosophy of Modern Times</i> Bernard: <i>The Assassins: A Radical Sect in Islam</i>, London, 1968. Brown, E.G.: <i>A Literary History of Persia</i>, Cambridge, 1951, Vols. III & IV. Brown, Percy, <i>Indian Architecture</i>, 2 vols., D. B. Taraporevala, Bombay. Brown, Percy, <i>Indian Painting</i>, Bombay, 1929. Chahal, S.K., <i>Dalits Patronized: Indian National Congress and the Untouchables of India (1921-1947)</i>. ———, <i>Dr. B.R. Ambedkar: The Maker of Modern India</i> ———, <i>Hindu Social Reform: Framework of Jotirao Phule</i> Collette, H.D., <i>The Life and Letters of Raja Rammohan Roy</i> Gandhi, M.K., <i>The Story of My Experiences with Truth</i> Gopalakrishnan, P.K., <i>Development of Economic Ideas in India</i> Coomaraswamy, A., <i>History of Indian and Indonesian Art</i>. Datta, V.N., <i>The Tribune 130 Years: A Witness to History</i>, Hay House Publication, Delhi, 2011 Elliot, Sir H. M.& Dowson, J., <i>History of India as Told by its Own Historians</i>, 8 vols., London, 1867-77. Earnest, Carl: <i>The Eternal Garden</i>, New York, 1993.</p>		

Encyclopedia of Islam (relevant articles from the new edition)
 Friedman, Y., *Shaikh Ahmad Sirhindi: An outline of his thoughts and a study of his image in the eyes of Posterity*, Mc. Gill, Canada: 1971.
 Grewal, J.S., *History of Sikhism*, Reprint. New Delhi: 1998.
 Grewal, J.S. & Irfan. Habib, *Sikh History through Persian Sources*, New Delhi, 2001.
 Gupta, P. L., *Coins*, National Book Trust, New Delhi.
 Heimsath, Charles. R., *Indian Nationalism and Hindu Social Reform*
 Khan, Syed Ahmad, *Selected essays of Sir Syed Ahmad Aligarh*
 Keith, A. B., *A History of Sanskrit Literature*, OUP, London.
 Kumar, Ravindra (ed.), *Selected Documents of Lokamanya Bal Gangadhar Tilak*
 Kramrisch S., *Indian Sculpture*, MLBD, Delhi.
 Kramrisch, S., *Hindu Temple*, 2 vols., MLBD, Delhi.
 Lebeskind, Lewis Claudia: *Piety on its Knees: Three Sufi Traditions of South Asia*.
 Malouf, Amin: *The Crusades Through Arab Eyes*, London, 1986.
 Mujumdar, R.C., *History of Political Thought from Rammohan Roy to Dayananda*.
 Natesan, G.A., *Ram Mohan Roy: Hist. Life, Writings and Speeches*.
 Nizami, K.A.: *Religion and Politics in India during the Thirteen Century*, Aligarh, 1961.
 Nizami, K.A. (ed.), *Politics and Society during the Early Medieval period being the Collected Works of Prof. Mohammad Habib*, Reprint; New Delhi: 1992, 2 Volumes.
 O'Hanlon, Rosalind. [1985] 2002, rpt. 2010. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India*.
 Prasad, Beni, *The Hindu – Muslim Question*
 Ramesh, K.V. Indian Epigraphy, Delhi, 1984.
 Ray, N. R. (Ed.), *Sources of the History of India*, 6 vols., Indian Institute of Historical Studies, Kolkata.
 Rizvi, S.A.A.: *Muslim Revivalist Movements in Northern India in the Sixteenth and* Robertson, B.C. (ed.), *Essential Writings of Raja Rammohan Roy*
 Rodrigues, Valerian (ed.), *The Essential Writings of B.R. Ambedkar Seventeenth Centuries*, Reprint. New Delhi: 1993.
 Robinson, Francis, *Ulema of Firangi Mahal*, Oxford University Press, Delhi, 2000.
 Sircar, D.C., Indian Epigraphy, MLBD, Delhi, 1965.
 Sivarammaurti, C., Indian Sculpture, New Delhi, 1964.
 Tirmingham, J.S.: *Sufi Orders of Islam*, London, 1971.
 Vaudeville, C.: *A Weaver named Kabir*, New Delhi, 1991.
 Winternitz, M., *History of Indian Literature*, 3 Vols, New Delhi-1963-67

Mapping Matrix of Course B23-HIS-806

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B23-HIS-806. 1	3	3	2	3	3	2	3	3	3	3
B23-HIS-806. 2	3	3	2	3	3	2	3	3	3	3
B23-HIS-806. 3	3	3	2	3	3	2	3	3	3	3
B23-HIS-806. 4	3	2	2	3	3	3	3	3	2	3
Average	3	2.75	2	3	3	2.25	3	3	2.75	3

Syllabus of Undergraduate Programmes, History, (SEC)

Semester- 2nd:

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	2nd		
Name of the Course	Field Archaeology		
Course Code	B25-SEC-233		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	SEC-2		
Level of the course (As per Annexure-I)	100-199		
Course Learning Outcomes (CLO):	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Define and explain the nature, scope, and objectives of Field Archaeology and techniques of site survey, exploration, and excavation in archaeological research. 2. Familiar with excavation method and major case studies & excavations in India. 3. Analyze tools of excavation and Surveying methods stratigraphy, dating methods and archaeological context. 4. Demonstrate skills in field documentation, mapping, and use of archaeological tools and evaluate conservation practices, heritage laws, and ethical issues in field archaeology. 		
Credits	Theory	Practical/Tutorial	Total
	03	00	03
Contact Hours	03	00	03

Max. Marks:	75	Time: 3 Hrs.
Internal Assessment Marks:	25	
End Term Exam Marks:	50	

Part B- Contents of the Course

Instructions for Paper-Setter:

1. Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 10 marks.
2. The Compulsory Question shall consist of *five* short answer type questions of 2 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt *five* questions in all selecting one each question from Unit I-IV and the Compulsory Question.

Unit	Topics	Contact Hours
I	Definition, scope, and significance of Field Archaeology Tools of excavation: traditional and modern Ethical issues in Field Archaeology	10
II	Excavation methods: trial trenches, vertical and horizontal digging, quadrant method, Wheeler-Kenyon method, open-area excavation Recording stratigraphy and context Case studies of important excavations protected by ASI in North India	12
III	Surveying methods: GPS, total station, GIS applications in archaeology Preparation of site plans and maps Dating methods: relative (stratigraphy, typology, seriation) and absolute (radiocarbon, dendrochronology, thermoluminescence, AMS)	12
IV	Conservation and preservation of excavated materials (pottery, metal, stone, organic remains) Laws related to archaeological heritage in India (Ancient Monuments and Archaeological Sites and Remains Act, 1958)	11

Suggested Evaluation Methods

Internal Assessment:	25 Marks	End Term Examination: 50 Marks
➤ Theory		
• Class Participation:	05 Marks	
• Seminar/presentation/assignment/quiz/class test etc.:	07 Marks	
• Mid-Term Exam:	13 Marks	
➤ Practicum	N.A.	
• Class Participation:		
• Seminar/Demonstration/Viva-voce/Lab records etc.:		
• Mid-Term Exam:		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Ghosh, A. – *An Encyclopaedia of Indian Archaeology*
Renfrew, Colin & Bahn, Paul – *Archaeology: Theories, Methods and Practice*
Chakrabarti, Dilip K. – *A History of Indian Archaeology: From the Beginning to 1947*
Agrawal, D.P. and Yadav, M.D. - *Dating the Human Past, Indian Society for Prehistoric Studies, Pune, 1995*
Chakraborti, D.K. : *A History of Indian Archaeology*, Munshiram Manoharlal, Delhi, 1988
Child, V.G. : *Piecing together the Past*, Routledge and Kegan Paul, London, 1966
Pandey, J.N. : *Puratatva Vimarsha* (in Hindi), Prachya Vidya Sansthan, Allahabad, 2002 (9th edn.)
- Raman, K.V. : *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986
- Thapalyal, K.K. and Shukla, S.P. : *Puratattva Praveshika* (in Hindi), Bharat Book Centre, Lucknow, 1999
- Wheeler, R.E.M. : *Archaeology from the Earth*, Penguin Books, London, 1963
: *Prithvi Se Puratattva* (in Hindi), Delhi, 1968
- Plenderleith, H.J. : *The conservation of Antiquities and works of Art*, London, 1974
Crawford, O.G.S. : *Archaeology in the Field* (4th Edn.), New York, 1960
Kenyon, K.M. : *Beginnings in Archaeology*, London, 1961
Atkinson, R.J.C. : *Field Archaeology*, London, 1961
Pandey, R.P. : *Bhartiya Puratattva* (in Hindi), Madhya Pradesh Hindi Granth Academy, Bhopal, 1989
Singh, Madanmohan : *Puratattva ki Ruparekha* (in Hindi), Janki Prakashan, Delhi, 1981
Srivastava, K.M. : *New Era of Indian Archaeology*, Delhi, 1982
Choubey, Ramesh : *Puratatvik Manav Vigyan* (in Hindi), Madhya Pradesh Hindi Granth Academy, Bhopal, 2007
Krishnamurthy, K. : *Introducing Archaeology*, Ajanta Publications, Delhi, 1995
Drewet, Peter L. : *Field Archaeology : An Introduction*, London, UCL Press, 1999

Mapping Matrix of Course : B25-SEC-233

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B25- SEC - 02. 1	3	3	2	3	3	2	3	3	3	3
B25- SEC - 02. 2	3	3	2	3	3	2	3	3	3	3
B25- SEC - 02. 3	3	3	2	3	3	2	3	3	3	3
B25- SEC - 02. 4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Semester- 3rd:

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	3 rd		
Name of the Course	Heritage Conservation		
Course Code	B25-SEC-333		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	SEC-3		
Level of the course (As per Annexure-I)	200-299		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Understand the definition, meaning, and scope of Heritage Conservation. 2. Familiar with international charters and conventions in Heritage Conservation and methods of conservation. 3. Know about the national & international institutes of Head Quarters. 4. Assess the threats to heritage and its way outs. 		
Credits	Theory	Practical/Tutorial	Total

	03	0	03
Contact Hours	03	0	03
Max. Marks:	75	Time: 3 Hrs.	
Internal Assessment Marks:	25		
End Term Exam Marks:	50		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter:</u>			
<ol style="list-style-type: none"> Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 10 marks. The Compulsory Question shall consist of <i>Five</i> short answer type questions of 2 marks each which shall be spread over the whole syllabus. The candidate shall be required to attempt <i>five</i> questions in all selecting one each question from Unit I-IV and the Compulsory Question. 			
Unit	Topics		Contact Hours
I	Definition, meaning, and scope of Heritage Conservation Nature and types of heritage: tangible, intangible, natural, and cultural Concept of conservation and preservation		10
II	International charters and conventions: Athens Charter, Venice Charter, Burra Charter, UNESCO guidelines Traditional and modern methods of conservation Preventive and curative measures in conservation		12
III	National institutions: Archaeological Survey of India (ASI), INTACH, National Museum International institutions National and State heritage policies in India		12
IV	Threats to heritage: urbanization, pollution, natural disasters, climate change, and neglect Community participation in conservation Heritage tourism and local economy		11
Suggested Evaluation Methods			

Internal Assessment: > Theory <ul style="list-style-type: none"> • Class Participation: 05 Marks • Seminar/presentation/assignment/quiz/class test etc.: 07 Marks • Mid-Term Exam: 13 Marks > Practicum <ul style="list-style-type: none"> • Class Participation: N.A. • Seminar/Demonstration/Viva-voce/Lab records etc.: • Mid-Term Exam: 	25 Marks	End Term Examination: 50 Marks
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Part C-Learning Resources

Recommended Books/e-resources/LMS:

Taylor & Francis: *Conservation of Historic Buildings* (Bernard M. Feilden, 2003/2010).
 Routledge: *A History of Architectural Conservation* (Jukka Jokilehto, 1986 / 2nd ed. Routledge).
 Wiley: *Architectural Conservation: Principles and Practice* (Aylin Orbaşlı, 2007/2008).
 Simon & Schuster: *Living Buildings: Architectural Conservation — Philosophy, Principles and Practice* (Donald W. Insall).
 Amazon India: *Values and Criteria in Heritage Conservation: Proceedings (ICOMOS/ICCROM conference)* (eds.; conference proc.).
 UNESCO World Heritage Centre: *World Heritage Cultural Landscapes: A Handbook for Conservation and Management* (UNESCO/WHC).
 Routledge: *The World Heritage Convention: Linking Culture and Nature for Sustainable Development* (eds./Routledge).
 Hanna M. Szczepanowska : *Conservation of Cultural Heritage*, 2013. University of Melbourne Library Guides
 Renata F. Peters: *Heritage Conservation and Social Engagement* (UCL Press / contributors). UCL Press
The ICOMOS Charters and Doctrinal Texts (Venice Charter and related charters) — collected texts. ICOMOS
ICOMOS–ICCROM Guidance on Recovery and Reconstruction of Heritage Places (2023/2024 guidance doc). ICCROM
Conservation Technical Handbook: A Guide for Best Practices (ICOMOS / regional series). ICOMOS Singapore
Conservation of Archaeological Sites: Principles and Methods (various edited volumes / ICCROM).
World Heritage Conservation: Linking Culture and Nature (editorial collections on WH governance). NHBS
 Anthony M. Tung: *Preserving the World's Great Cities: The Destruction and Renewal of the Historic Metropolis*
 Norman Tyler, Ted Ligibel & Ilene R. Tyler : *Historic Preservation: An Introduction to Its History, Principles, and Practice*.
Conservation and Management of Historic Sites (edited collections / case studies).
 Tapan Bhattacharya: *Structural Conservation of Historic Buildings* (Indian practice). Exotic India Art

Conservation of Cultural Heritage: Research and Practice (conference/edited volumes— various editors).

Conservation and Audit of Heritage Buildings (CPWD / Indian Govt. manual & case studies). Indian Railways

Saving Our World Heritage (UNESCO publications / outreach volumes). irpmzcc2.org

Water & Heritage: Conservation of Water-Related Cultural Heritage (edited volume). sidestone.com

Routledge: *Reconstructing Historic Landmarks: Fabrication, Negotiation, and the Past* (Routledge research in reconstruction).

Public Archaeology: Heritage, Community and Identity (edited volumes on community engagement).

Routledge: *Decolonizing the Museum: Art, Activism, and the Question of Race in Curation* (relevant for heritage debate and museums; Routledge titles).

Routledge: *Museums and Digital Maturity: Consideration, Capability, and Change* (on digital heritage & conservation).

Routledge: *Dark Heritage in Contemporary Japan: Relics of an Underground Empire* (case-study approach to contested heritage).

Pevsner Architectural Guides / Buildings of England (Nikolaus Pevsner series — architectural surveys useful for conservation research). The Guardian

Publicomos / ICOMOS Bibliographic Resources (PUBLICOMOS platform — global reference catalogue). ICOMOS

ICOMOS Catalogue of Publications (catalogue of ICOMOS monographs and specialist books). Icomos

Mapping Matrix of Course B23-SEC : B25-SEC-333

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B25-SEC - 03. 1	3	3	2	3	3	2	3	3	3	3
B25-SEC- 03. 2	3	3	2	3	3	2	3	3	3	3
B25-SEC- 03. 3	3	3	2	3	3	2	3	3	3	3
B25-SEC- 03. 4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Syllabus of Undergraduate Programmes, History, (VOC)

Semester- 4th:

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	4th		
Name of the Course	Historical Tourism		
Course Code	B25-VOC-244		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VOC-4		
Level of the course (As per Annexure-I)	200-299		
Course Learning Outcomes (CLO):	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature, scope, and types of historical tourism. 2. Identify and analyze major historical monuments, sites, and heritage cities in India. 3. Examine the role of historical cities, cultural routes and pilgrimage centers, in promoting tourism. 4. Develop critical perspectives on challenges and future prospects of historical tourism in India. 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			

Instructions for Paper-Setter:

- 1 Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks.
- 2 The Compulsory Question shall consist of *seven* short answer type questions of 2 marks each which shall be spread over the whole syllabus.
- 3 The candidate shall be required to attempt *five* questions in all selecting one each question from Unit I-IV and the Compulsory Question.

Unit	Topics	Contact Hours
I	Concept, nature, and scope of Historical Tourism Types of Tourism: Cultural, Heritage, Eco, Religious, and Historical Tourism policies and initiatives in India	15
II	World Heritage Sites in India (UNESCO listed): Harappan, Buddhist, Hindu, Jain, Medieval and colonial monuments Important forts, palaces, temples, mosques, and churches as centers of tourism	15
III	Concept of historical cities, pilgrimage centers and cultural routes as tourist hubs Case studies of sites protected by ASI & National/State Archives Trade routes from Delhi in medieval times.	15
IV	Composite Culture and Religious Tourism Sustainable tourism: eco-friendly practices and community participation Policies for heritage tourism and future prospects of Historical Tourism in India	15

Suggested Evaluation Methods

Internal Assessment: > Theory <ul style="list-style-type: none"> • Class Participation: • Seminar/presentation/assignment/quiz/class test etc.: • Mid-Term Exam: > Practicum <ul style="list-style-type: none"> • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.: • Mid-Term Exam: 	30 Marks 05 Marks 10 Marks 15 Marks N.A.	End Term Examination: 70 Marks
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Part C-Learning Resources

Recommended Books/e-resources/LMS:

Aukland, K., *Retailing religion: guided tours and guide narratives in Hindu pilgrimage*, 2016

Bagri, S. C. and Ashish Dahiya, *Hospitality Management: Trends and Issues*, New Delhi, 2008

Bagri, S. C. and Suresh B. A., *Career in Tourism Administration*, Employment News, February: 14 20, Vol. XXXIII (46), 2009

Bagri, S. C., *Hospitality Industry: Contemporary Issues and Challenges*, Garhwal, 2009

Becker, E. *Overbooked: The Exploding Business of Travel and Tourism*. Simon and Schuster, New York, 2016

Bhardwaj, D. S., K. K. Kamra, and M. Chaudhary, *Tourism Education: An Emerging Essential*, New Delhi, 2006

Brown, F. *Tourism Reassessed: Blight or Blessing*, New York, 2010

Getz, D. *Event tourism: Definition, Evolution, and Research*, Tourism Management, Vol. 29 (3), 2008

Heitzenrater, Richard P., *History and tradition*, Church History, Vol. 71 (3), 2002

Jalabi, R., *Ancient Iraqi city of Babylon designated UNESCO World Heritage Site*, 2019

Wright, D. W. M., *Hunting humans: a future for tourism in 2200*, 2016,
<https://doi.org/10.1016/j.futures.2016.03.021>

Mapping Matrix of Course : B25-VOC-244

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B25-VOC-04.1	3	3	2	3	3	2	3	3	3	3
B25-VOC-04.2	3	3	2	3	3	2	3	3	3	3
B25-VOC-04.3	3	3	2	3	3	2	3	3	3	3
B25-VOC-04.4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Semester- 5th:

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	5th		
Name of the Course	Introduction to Archival Studies		
Course Code	B25-VOC-148		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VOC-5		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Define and explain the nature, scope, and functions of Archives Studies. 2. Trace and analyze the historical development of archives in India and abroad. 3. Acquisition, accessioning, arrangements and classification of archival material 4. Familiar with the causes of deterioration and its various preventative way outs. 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			

Instructions for Paper-Setter:

1. Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks.
2. The Compulsory Question shall consist of *seven* short answer type questions of 2 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt *five* questions in all selecting one each question from Unit I-IV and the Compulsory Question.

Unit	Topics	Contact Hours
I	Definition, meaning, scope, functions and administration archives Types of archives: public, private, institutional, and specialized archives Role of archivists and archival ethics	15
II	Growth of archives in the ancient, medieval, and modern periods Major archival institutions: National Archives of India, State Archives, Nehru Memorial Museum and Library	15
III	Acquisition, accessioning, arrangements and classification of archival material Documentation and records management Modern ICT applications in archival management	15
IV	Causes of deterioration and Preventive and curative conservation techniques for paper, palm leaf, parchment, photographs, and audio-visual records Archival Legislation in India: Public Records Act (1993), Right to Information Act (2005) Digitization, e-archives, and challenges of digital preservation	15

Suggested Evaluation Methods

Internal Assessment:	30 Marks	End Term Examination: 70 Marks
<ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 05 Marks • Seminar/presentation/assignment/quiz/class test etc.: 10 Marks • Mid-Term Exam: 15 Marks ➤ Practicum <ul style="list-style-type: none"> • Class Participation: N.A. • Seminar/Demonstration/Viva-voce/Lab records etc.: N.A. • Mid-Term Exam: N.A. 		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Basu Purnendu, *Archives and Records: What are They?*
- Bhargava, K.D, *An introduction to National Archives of India.*
- Frank, B. Evans, *History of Archives Administration: A Select Bibliography*, UNESCO.
- Ghosh, Sailen, *Archives in India.*
- Kaye, John William, *Administration of the East India Company*, NAI, New Delhi.
- , *Central Administration of the East India Company, 1773-1834*, Manchester, 1959.
- , *The Administrative History of India, 1834-1947*, Oxford University Press, London, 1970.
- Majumdar, Prabhat Kumar, *Bharat Ke Prachin Abhilekh*
- Momin, Mohiuddin, *The Chancellery and Persian Epistolography under the Mughals.*
- Nayeem, M.A., *Mughal Documents: Catalogue of Aurangzeb's Reign (1658-1663)*, Vol. I, Part-I,
- Raj Purohit & Bhagvati Lal, *Bhartiya Abhilekh Aur Itihas*
- Sarkar, Jadunath, *Mughal Administration*
- Saran, P., *The Provincial Government of Mughals 1526- 1658.*
- Schellenberg, T.R., *Management of Archives*, Columbia University Press, New York, 1965.
- , *Modern Archives - Principles and Techniques*, University of Chicago Press, 1956.
- Sengupta, S, *Experiencing History through Ages*, Munshiram Manohar Lal, Delhi 2004
- Shakeb, M.Z.A., *Mughal Archives.*
- Sharma, S.R., *Mughal Government and Administration.*
- Termizi, S.A.I.; “*Medieval Indian Diplomats*”, Presidential Address, *Proceeding of IHC: 43rd Session*, Kurkshetra University, Kurkshetra, 1982.
- , *Mughal Documents (1526-1627).*

Mapping Matrix of Course : B25-VOC-148

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B25-VOC-05. 1	3	3	2	3	3	2	3	3	3	3
B25-VOC—05. 2	3	3	2	3	3	2	3	3	3	3
B25-VOC-05. 3	3	3	2	3	3	2	3	3	3	3
B25-VOC-05. 4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

Semester- 6th:

Session: 2025-26			
Part A - Introduction			
Subject	History		
Semester	6th		
Name of the Course	Museology		
Course Code	B25-VOC-348		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VOC-6		
Level of the course (As per Annexure-I)	300-399		
Course Learning Outcomes (CLO):	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Know the origin, growth, and types of museums 2. Understand collection, documentation and classification methods in museology 3. Analyze conservation challenges of museum objects and different methods of its conservation. 4. Evaluate the role of museum administration and Challenges and future prospects of Museology in India. 		
Credits	Theory	Practical/Tutorial	Total
	03	01	04
Contact Hours	03	01	04
Max. Marks:	100	Time: 3 Hrs.	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		
Part B- Contents of the Course			

Instructions for Paper-Setter:

1. Nine questions shall be set in all, two questions from each Unit I-IV and Question No 1, that is, Compulsory Question, by taking CLOs into consideration. Each question shall carry 14 marks.
2. The Compulsory Question shall consist of *seven* short answer type questions of 2 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt *five* questions in all selecting one each question from Unit I-IV and the Compulsory Question.

Unit	Topics	Contact Hours
I	Definition, nature, and scope of Museology Origin and development of museums in India Types of Museums: Archaeological, Art, History, Science & Technology, Community, Specialized Museums Functions of Museums: Collection, Preservation, Research, Exhibition, and Education	15
II	Principles of collection: acquisition, accessioning, and cataloguing Documentation: methods, systems, and use of ICT in museums Ethical issues in collection and repatriation of cultural property	15
III	Deterioration factors: environmental, biological, human Methods of conservation of different materials: stone, wood, textiles, paper, paintings, metals Role of science and technology in conservation Case studies of major conservation projects in India	15
IV	Museum administration: organization, planning, finance, and staffing Role of international and national organizations: UNESCO, ICOM, ICCROM, Museums Association of India Challenges and future prospects of Museology in India	15

Suggested Evaluation Methods

Internal Assessment:	30 Marks	End Term Examination: 70 Marks
➤ Theory		
• Class Participation:	05 Marks	
• Seminar/presentation/assignment/quiz/class test etc.:	10 Marks	
• Mid-Term Exam:	15 Marks	
➤ Practicum	N.A.	
• Class Participation:		
• Seminar/Demonstration/Viva-voce/Lab records etc.:		
• Mid-Term Exam:		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Agrawal, O. P., *Essentials of Conservation and Museology*, New Delhi, 2007
- Ambrose, Timothy and Crispin, Paine, *Museum Basics*, London, 1993
- Balloffet, Nelly, Hille Jenny and Judith Reed, *Conservation and Preservation of Records Archives*, Chicago, 2015
- Banerjee, N. R., *Museum and Cultural Heritage of India*, New Delhi, 1990
- Basu, Purnendu, *Archives and Records, What are They?*, New Delhi, 1969
- Bhattacharya, Sabyasachi, *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*, New Delhi, 2018
- Breckenridge, Carol, *Aesthetics and Politics of Colonial Collecting: India at World Fairs, Comparative Studies in Society and History*, Vol. 31 (2), 1989,
<https://www.jstor.org/stable/178806>
- Choudhary, R. D., *Museums of India and their Maladies*, Calcutta, 1998
- Cook, Michael, *The Management of Information from Archives*, London, 1999
- Dobrevna, Milena and Ivacs Gabriella, *Digital Archives: Management, Use and Access*, London, 2015
- Dwivedi V. P., *Museums and Museology: New Horizons*, New Delhi, 1980
- Forde Helen and Rhys-Lewis Jonathan, *Preserving Archives*, London, 2013
- Ghose, Salien, *Archives in India, History and Assets*, Michigan, 1963
- Harinarayan, Nilam, *The Science of Archives Keeping*, Hyderabad, 1969
- Jenkinson, Hilary, *A Manual of Archive Administration*, London, 1922
- Johnson, Charles, *The Care of Documents and Management of Archives*, London, 1919
- Kathpalia, Y. P., *Conservation and Restoration of Archive Material*, Paris, 1973
- Markham, S. F., *The Museums of India*, London, 1936
- Mathur, Saloni, *India by Design: Colonial History and Cultural Display*, California, 2007 •
- Mathur, Saloni, *Living Ethnological Exhibits: The Case of 1886*, *Current Anthropology*, Vol.15 (4), 2000, <https://www.jstor.org/stable/656620>
- Nair, S. N., *Bio-Deterioration of Museum Materials*, Calcutta, 2011
- Plenderleith H. J., *The Conservation of Antiquities and Works of Art: Treatment, Repair and Restoration*, New York, 1956
- Posner, Earnest, *Archives in the Ancient World*, USA, 1972
- Sarkar, H., *Museums and Protection of Monuments and Antiquities in India*, New Delhi, 1981

Sen, Geeti, *India: A National Culture*, New Delhi, 2003

Sengupta, S., *Experiencing History through Archives*, New Delhi 2004

Stielow, Frederick J. *Building Digital Archives, Descriptions, and Displays*, New York, 2003

Thomson, John M. A., *Manual of Curatorship: A Guide to Museum Practice*, New York, 1984

Wittlin, Alma, *Museums: Its History and Its Tasks in Education*, London, 1949

Mapping Matrix of Course : B25-VOC-348

Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
B25-VOC-06.1	3	3	2	3	3	2	3	3	3	3
B25-VOC-06.2	3	3	2	3	3	2	3	3	3	3
B25-VOC-06.3	3	3	2	3	3	2	3	3	3	3
B25-VOC-06.4	3	2	2	3	3	2	3	3	2	3
Average	3	2.75	2	3	3	2	3	3	2.75	3

B.Ed.-2Year (Gen) Programme

**Learning Outcome Based Curriculum Framework
(LOCF)**

w.e.f. Session 2025-26



KURUKSHETRA UNIVERSITY, KURUKSHETRA

(Established by the State Legislature Act-XII of 1956)

(‘A++’ Grade, NAAC Accredited Category-I University)

B.Ed-2 Year Prog. LOCF (ITTR only)

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Pedagogy of School Subject – I & II		
Course 6& 7	807	Pedagogy of Science
Course 6& 7	808	Pedagogy of Biological Science
Course 6& 7	809	Pedagogy of Computer Science
Course 6& 7	810	Pedagogy of Home Science
Course 6& 7	811	Pedagogy of Physical Science
Course 6& 7	812	Pedagogy of Social Science
Course 6& 7	813	Pedagogy of Commerce
Course 6& 7	814	Pedagogy of Economics
Course 6& 7	815	Pedagogy of History
Course 6& 7	816	Pedagogy of Geography
Course 6& 7	817	Pedagogy of Art
Course 6& 7	818	Pedagogy of Music
Course 6& 7	819	Pedagogy of English
Course 6& 7	820	Pedagogy of Hindi
Course 6& 7	821	Pedagogy of Punjabi
Course 6& 7	822	Pedagogy of Sanskrit
Course 6& 7	823	Pedagogy of Mathematics
Course 12 A	-	Enhancing Profession Competencies (EPC) :-
	831	EPC-1 Reading and Reflecting on Text
	833	EPC-3 Critical Understanding of ICT
Course 13 A (837 A-853 A)		School Internship Programme (SIP) & Engagement with the Field (EWF)
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	838 A	Pedagogy of Biological Science
	839 A	Pedagogy of Computer Science
	840 A	Pedagogy of Home Science
	841 A	Pedagogy of Physical Science
	842 A	Pedagogy of Social Science
	843 A	Pedagogy of Commerce
	844 A	Pedagogy of Economics
	845 A	Pedagogy of History
	846 A	Pedagogy of Geography
	847 A	Pedagogy of Art
	848 A	Pedagogy of Music
	849 A	Pedagogy of English
	850 A	Pedagogy of Hindi
	851 A	Pedagogy of Punjabi
	852 A	Pedagogy of Sanskrit
	853 A	Pedagogy of Mathematics
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Course 9	825	- Assessment for Learning
Course 10	826	- Creating and Inclusive School

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	<p>Course 11 - Optional Course (Any one of the following)</p> <p>827 (i) Environmental Education</p> <p>828 (ii) Peace Education</p> <p>829 (iii) Health, Physical & Yoga Education</p> <p>830 (iv) Guidance and Counselling</p> <p>Course 12 B - Enhancing Profession Competencies (EPC) :-</p> <p>832 EPC-2 Drama and Art in Education</p> <p>834 EPC-4 Understanding the Self</p> <p>Course 13B (837 B-853 B) - School Internship Programme (SIP) & Engagement with the Field (EWF)</p> <p>Pedagogy I & II</p> <p>837 B Pedagogy of Science</p> <p>838 B Pedagogy of Biological Science</p> <p>839 B Pedagogy of Computer Science</p> <p>840 B Pedagogy of Home Science</p> <p>841 B Pedagogy of Physical Science</p> <p>842 B Pedagogy of Social Science</p> <p>843 B Pedagogy of Commerce</p> <p>844 B Pedagogy of Economics</p> <p>845 B Pedagogy of History</p> <p>846 B Pedagogy of Geography</p> <p>847 B Pedagogy of Art</p> <p>848 B Pedagogy of Music</p> <p>849 B Pedagogy of English</p> <p>850 B Pedagogy of Hindi</p> <p>851 B Pedagogy of Punjabi</p> <p>852 B Pedagogy of Sanskrit</p> <p>853 B Pedagogy of Mathematics</p>	
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KURUKSHETRA UNIVERSITY, KURUKSHETRA COURSE DISTRIBUTION (YEAR WISE) & SCHEME OF EXAMINATION (w.e.f. 2025-26)

B.Ed.-1st Year

Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Credits	Credit hours (per week)
		Total	External	Internal/Practicum				
801	Childhood and Growing Up	100	80	20	4	3hrs.	4	4
802	Contemporary India and Education	100	80	20	4	3hrs.	4	4
803	Learning and Teaching	100	80	20	4	3hrs.	4	4
804	Language across curriculum	50	40	10	2	1:30hrs	2	2
805	Understanding, Disciplines and subjects	50	40	10	2	1:30hrs	2	2
806	Gender, School and Society	50	40	10	2	1:30hrs	2	2
807-	Pedagogy of a School Subjects- I	100	80	20	4	3hrs.	4	4
823	Pedagogy of a School Subjects- II	100	80	20	4	3hrs.	4	4
Enhancing Professional Capacities (EPC)								
831	EPC-1 Reading and Reflecting on Text	50	25	25	4	1:30hrs	2	2
833	EPC-3 Critical Understanding of ICT	50	25	25	4	1:30hrs	2	2
School Internship Programme & Engagement with the Field (4 weeks)								
837A-853 A	Pedagogy of a School Subjects- I	50	...	50	2*	1:30hrs	2	2
837A-853 A	Pedagogy of a School Subjects- II	50	...	50	2*	1:30hrs	2	2
Course -14A OESS/ MOOCs	The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of B.Ed. Programme) being offered by any Department/ University.	--*	--*	---		0	0	-
Total		850	570	280	34+4*	-	34	34

4* not contributing to annual workload of teachers.

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* Marks not added in the aggregate.

Note:-

- (a) Students can opt for any only two school subjects.
- (b) They have to opt for one school subject from each group i.e. Language/Social Sc./Science/Mathematics except for Shastri/B.A. (Skt Hons)/M.A. (Skt) students who can opt Hindi & Sanskrit both..
- (c) Science students can opt for two school subject from Pedagogy of Sciences (Group-I).
- (d) Shastri / B.A. (Skt Hons)/ M.A. (Skt) student can opt for two school subjects i.e. Pedagogy of Hindi & Pedagogy of Skt. from Group-III.
- (e) Commerce students can opt for two school subjects from Pedagogy of Social Sciences (Group-II).

Group –I Pedagogy of Sciences:

- (i) Pedagogy of Science (ii) Pedagogy of Biological Science
- (iii) Pedagogy of Computer Science (iv) Pedagogy of Home Science
- (v) Pedagogy of Physical Science

Group- II Pedagogy of Social Sciences:

- (i) Pedagogy of Social Science (ii) Pedagogy of Commerce
- (iii) Pedagogy of Economics (iv) Pedagogy of History
- (v) Pedagogy of Geography (vi) Pedagogy of Art
- (vii) Pedagogy of Music

Group- III Pedagogy of Languages:

- (i) Pedagogy of English (ii) Pedagogy of Hindi
- (iii) Pedagogy of Punjabi (iv) Pedagogy of Sanskrit

Group- IV Pedagogy of Mathematics:

- (i) Pedagogy of Mathematics

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B.Ed.- 2nd Year

Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Credits	Credit hours (per week)
		Total	External	Internal/ Practicum				
824	Knowledge and Curriculum	100	80	20	8	3hrs.	4	4
825	Assessment for Learning	100	80	20	8	3hrs.	4	4
826	Creating an Inclusive School	50	40	10	4	1:30hrs	2	2
Optional Course								
827	(i) Environment Education	50	40	10	4	1:30hrs	2	2
828	(ii) Peace Education	50	40	10	4	1:30hrs	2	2
829	(iii) Health & Physical Education	50	40	10	4	1:30hrs	2	2
830	(iv) Guidance and Counselling	50	40	10	4	1:30hrs	2	2
Enhancing Professional Capacities (EPC)								
832	EPC-2 Drama & Art in Education	50	25	25	4	1:30hrs	2	2
834	EPC-4 Understanding the Self	50	25	25	4	1:30hrs	2	2
School Internship Programme & Engagement with the Field (16 weeks/576 Hours)								
837B-853 B	Pedagogy of a School Subjects- I	200	160	40	-	3hrs.	8	8
837B-853 B	Pedagogy of a School Subjects- II	200	160	40	-	3hrs.	8	8
School Internship Programme & Engagement with the Field (16 weeks/576 Hours)								
Course-14B OESS/ MOOCs *	The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of B.Ed. Programme) being offered by any Department/ University.	--	--	---	-	0		
Total		800	610	190	32		32	32

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Note:

- (i) Student Teacher will go for internship in the school for atleast 36 hrs per week during School Internship Programme for 16 weeks.
- (ii) Teacher Educators will mentor and supervise the student teachers during School Internship Programme and engagement with field work.
- (iii) As per NCTE Regulations, 2014 Teacher Education Institute (TEIs) allot 5 schools for an intake of 50 students.

PROGRAMME OUTCOMES (POs)

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 multidisciplinary & 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 tolls and techniques of communication and related skills.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

The B.Ed-2yr (Gen), a pre-service teacher education programme at secondary level aims at:

PSO-1. Acquiring conceptual understanding of sociological, psychological and philosophical aspects of an individual's development and its relationship with teaching-learning process.

PSO-2. Visualizing enshrined legislative provisions related to Indian Education system and facilities in an inclusive setting.

PSO-3. Providing integrated learning experiences within the socio-cultural milieu of the learners to respond to the diversities in the class-room.

PSO-4. Nurturing pedagogic, aesthetic and literary skills of an individual for self analysis and behaviour modification.

PSO-5. Providing opportunity for experiential learning to conceptualize disciplinary understanding and empirical knowledge of school curriculum to assess and reflect on teaching-learning practices

PSO-6. Providing exposure to ICT tools for their effective utilization in providing learning experiences as well as management of school activities.

PSO-7. Exploring the role of social agencies, school and society in nurturing holistic well-being and promoting healthy practices.

PSO-8. Sensitizing towards environmental issues and language background of students.

PSO-9. Identifying challenges of gender disparities, exposure to gender neutral pedagogic materials and training to address the gender inequalities.

PSO-10. Providing firsthand experience of all the school activities through engaging student-teachers as interns at secondary and senior-secondary stage.

Course 1 (801)

CHILDHOOD AND GROWING UP

Course Code : 801

Max. Marks:100

(Theory: 80, Internal: 20)

Time: 3 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes

After transaction of the course, student teachers will be able to:

- 801.1** Explain the Meaning, Concept and Characteristics of Growth, maturation and development at various stages.
- 801.2** Describe the problem of Childhood and adolescent age especially with respect to the Indian context.
- 801.3** Develop an understanding of different aspects of a child's Cognitive, Social, Emotional & Moral development.
- 801.4** Become familiar with Theories of Child development and their Educational implications.
- 801.5** Understand the developing Individual / Learner from different dimensions i.e. Intelligence, Creativity & Personality.
- 801.6** Acquaint with various Mental Processes of Learning i.e. Thinking, Memory & forgetting.
- 801.7** Get familiar with the role of Family, School, Community, Society & different cultural practices in the developmental process of Children.
- 801.8** Acquaint with contemporary issues (issue of marginalization & Stereotyping , Gender, Social class & poverty) in child development and describe the role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Course Content

Unit – I

1. Dimensions of Development

- Growth & Development: - Concept, Principal, Factors, & Stages.
- Characteristics of stages development with special reference to Childhood and Adolescence.
- Adolescence: Understanding their needs and problems in Indian context.

- Parenting styles: Concept and its impact Child development.
- Personality: meaning, nature and assessment.

Unit – II

2. Theories of Child Development

- Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context.
- Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to India Context.
- Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to India Context.

Unit-III

3. Learner as a Developing Individual

- Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory, Measurement of intelligence and application of intelligence tests.
- Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
- Mental Processes of Learning: Thinking Concept Types of Thinking – Divergent, Convergent, Critical, Reflective & Lateral Thinking.
- Memory – Concept, Types & Strategies to develop Memory; Forgetting – Nature, Causes, Factors & Strategies to minimize Forgetting.

Unit-IV

4. Learning in Socio Cultural Perspective

- Agencies of Socialization: Family, School, Community and their role in Child Development.
- Social & Cultural Change as factors influencing Child Development.
- Impact of Marginalization and Stereotyping on Child Development with special reference to Gender, Social Class & Poverty.

Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Practicum/ Sessionals

Any one of the following:

- i. Case-study of an adolescent: Problems and Needs.
- ii. Seminar/ Presentation on educational implications of One Learning theory of child development.
- iii. Survey report on impact of socio-economic status of a family on child.
- iv. Content Analysis of Media coverage on the following:
 - a. Child labour.
 - b. Gender bias.
 - c. About Disability.
- v. Play/drama on value orientation & character building and preparing a report.
- vi. Protecting the culture and indigenous practices: Compilation of local folk songs, folk tales, riddles and toys.
- vii. Observation of children during their playtime in a rural school and preparing a report .

Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited,
- Allport, G.W. (1961). *Pattern and Growth in Personality*:New York.

- Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing
- Gore, M.S.(1984). *Education and Modernization in India*. Jaipur:Rawat Publishers.
- H.Havighurst, R. et al.(1995). *Society and Education*. Boston: Allyn and Bacon
- H.P.BWheldall, K. (2006). *Developments in Educational psychology*. New York: Routledge
- Kamat, A.R.(1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- Bhatia, K.K. (2008). *Basis of Educational Psychology*.Ludhiana:Kalyani Publishers.
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*.Agra:
- Woolfork, A (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

Course 2 (802)
CONTEMPORARY INDIA AND EDUCATION
Course Code : 802

Max. Marks:100

Time: 3 Hours

(Theory:80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- 802.1** understand the Equality of opportunities in Education, Fundamental rights, duties and Directive Principles of state policies and its impact on Education.
- 802.2** Explain the concept of Diversity, Concerns related to Socially disadvantaged segment of the society..
- 802.3** Describe the significant recommendations of Commission before Independence related to Secondary Education.
- 802.4** understand the Work Education and Experiential learning in context of Nai Talin..
- 802.5** Understand the Objectives and Recommendation of the policies after Independence related to Secondary Education.
- 802.6** Explain the major features of New Education Policy 2020.
- 802.7** Develop and understanding of emerging issues related to Contemporary India and its impact on Education.
- 802.8** Evaluate the Govt Policies of Universalisation of School Education ie DPEP, MDM, SSA, RMSA & IEDSS.

Course Contents

Unit – I

1. **Indian Constitution and Status of Education:**

- Equality of opportunities in education: Article 28, 29, 350 and 351 and their issues.
- Education and Fundamental Rights and Duties: Article 14, 15, 16, 21-A,30 and 51A.
- Directive Principles of state policies

2. **Diversity in Society and Implications for Education:**

- Social diversities based on Castes, Languages, Religions and Regions,.
- Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PWD'S and minorities.
- Right to Education Act 2009: right of children to free and compulsory education

Unit – II

3. **Educational Committees and Commission before independence with special reference to:**

- Maculay's minutes: Its features and recommendations
- Adam's Report: features and its recommendations.
- Woods Despatch of 1854: Recommendations Merits and demerits
- Basic Scheme of Education 1937: objective, merits and demerits ; Concept & need of Nai Talim and philosophy of work education and experiential learning for rural reconstruction.

Unit – III

4. **Educational Committees and Commission after independence with special reference to:**

- Secondary Education Commission (1952-53): objectives and recommendations.
- Indian Education Commission (1964-66): objectives and recommendations.
- National policy on Education (1986)): objectives and recommendations
- Revised National Policy 1992
- POA(1992): Major features.
- New Education Policy 2020.

Unit – IV

5. **Contemporary Issues in Indian Education**

- Universalization of school Education and DPEP, MDM, SSA, RMSA and IEDSS
- Vocationalization of Secondary Education: need and implications.
- Emotional Integration and international understanding in the context of globalization.
- Modernization: Concept, merits and demerits.
- Sustainable development goals(UN) 2015.
- Concept and Importance of Road Safety, Road Safety rule and regulation, Traffic Sign Road Safety measures, legal mandates of Road Safety.
- **Practicum/Sessionals**
Any one of the following:

- i. Revisiting educational policies framed for the education of different sections of the society SC/ BC/Minorities/ Women.
- ii. Prepare a report on problems of secondary education.

- iii. Review educational policies for vocational education.
- iv. Review of Policies related to universalization of school education.
- v. Case study of a school on Community Engagement, Conduct & Outcome of SMC meetings.
- vi. Panel Discussion on Gandhi's idea on Education and their relevance in present day context.
- vii. Survey on literacy levels and out of school children in any locality.

Suggested Readings:

- Bhattacharya & Srinivas. (1977). *Society and Education*, Calcutta: Academic Publications.
- Deshpande, S.(2004). *Contemporary India: A sociological view*. New Delhi: Penguin. Dubey, S.C. (2001). *Indian Society*, New Delhi: National Book trust.
- Government of India (GOI) (2009). *Right to education Act*. New Delhi: MHRD.
- Ghanta, R. & Dash, B. N. (2005). *Foundations of Education*, Hyderabad: Neelkamal Publications.
- Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book latest edition.
- Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Suryapublications.
- Ministry of Human Resource Development of India (1986). *National policy on education*. NCERT, 1964-1966). Educational and national Development: report of the education commission, New Delhi: NCERT.
- Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
- Right to education Act, (2009). *Gazette*. Notification of central Government.
- Sachdeva, M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
- Shankar Mukharji. (2007). *Contemporary issues in modern Indian education*, Authors Press.
- Stormquist, Nelly P.(2002). *Education in a Globalised world*. New York: Rowman & Little field publishers.
- Walia, J.S.(1979). *Modern Indian Education and its Problems*, Jalandhar City: Paul Publishers, Gopal Nagar.
- Walia, J.S.(2014). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.
- <http://www.gandhi-manibhawan.org/gandhicomslive/speech8.html>
- <http://www.mkgandhi.org/speeches/speech Main.html>

Course 3 (803)
LEARNING & TEACHING

Course Code : 803

Max. Marks :100

(Theory:80, Internal: 20)

Time: 3 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes (COs)

After transaction of the course, student teachers will be able to:

- 803.1** Understand the Concept of learning and learning strategies.
- 803.2** Identify the individual differences among the learners.
- 803.3** Explain paradigms of learning.
- 803.4** Describe the educational implications of different theories of learning.
- 803.5** Understand the Concept of teaching and identify the variables in the teaching process.
- 803.6** Explain the applications of social constructivist approach in teaching and learning.
- 803.7** Describe the phases & models of teaching.
- 803.8** Understand and make effective uses of different Teaching Strategies.

Course Contents

Unit-I

1. UNDERSTANDING LEARNING

- Learning: Concept, Nature, types of learning & Factors influencing learning,.
- Learning strategies: Co-operative learning & Collaborative learning, peer-tutoring, group learning.
- Role of Teacher & School in relation to learning strategies.
- Individual Differences: Concept, Types, Causes & Educational implications.

Unit-II

2. LEARNING PARADIGM

- Theories of Learning :

- Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications.
- Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.
- Social-constructivist theory (Vygotsky & Bandura): Concept, Nature and Educational implications.

Unit-III

3. UNDERSTANDING TEACHING

- Teaching: Concept, characteristic, features and levels of teaching.
- Related concepts of Teaching (Training, conditioning, instruction & indoctrination)
- Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours & Learner's characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style).
- Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching).

Unit-IV

4. PHASE & MODELS OF TEACHING

- Phase of Teaching: Pre-active, Interactive and Post-active.
- Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).
- Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.

Practicum/ Sessional

Any one of the following

- i. Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
- ii. Seminar/ Presentation on learning theories.
- iii. Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
- iv. Case-study on Individual differences.
- v. Application of participatory learning and action techniques of resource mapping and social mapping.

Suggested Readings:

Chauhan, S.S. (2014). *"Innovations in Teaching Learning Process"*, Noida: Vikas Publishing House Private Ltd.

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- Dececco, J.P. (1988) “*The Psychology of Learning and Instruction*”, New Delhi: Prentice Hall.
- Gagne, R.M. (1977). “*The conditions of learning*”, New York, Chicago: Holt, Rinchart and Winston.
- Joyce, B. & Weil, M. (1992). “*Models of Teaching*”, New Delhi, Prentice Hall.
- Kulkarni, S.S. (1986). “*Introduction to Educational Technology*”, New Delhi: oxford & IBH Publishing Company.
- Pandey, K.P.(1983). “*Dynamics of Teaching Behaviour*”, Ghaziabad: Amitash Parkashan.
- Pandey, K.P. (1980). “*A First Course in Instructional Technology*”, Delhi: Amitash Parkashan.
- Skinner, B.F.(1968). “*The Technology of teaching*”, New York: Appleton Century Crofts.
- Sharma, R.A. (1991). “*Technology of Teaching*”, Meerut: R. Lall Book Depot.
- Sharma, S.K. (2005). “*Learning and Teaching: Learning process*”, Delhi: Gyan Books Private Ltd.
- Srivastava, D.S. and Kumari, S. (2005). “*Education: Understanding the learner*”, Delhi: Gyan Books Private Ltd.
- Walia, J.S. (2011). “*Technology of Teaching*”, Jalandhar: Ahim Paul Publishers.
- Walia, J.S. (2012). “*Teaching Learning Process*”, Jalandhar: Ahim Paul Publishers.

Course 4(A) (804)

LANGUAGE ACROSS THE CURRICULUM

Course Code : 804

Max. Marks :50

(Theory: 40, Internal: 10)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- 804.1** Know the concept of language, Multilingualism and language diversity with various functions of language.
- 804.2** Understand the relationship between language & learning and describe the elements of communicative approach.
- 804.3** Integrate different language skills for effective classroom discourse.
- 804.4** Analyze significance of language proficiency and knowledge acquisition.

Course Contents

UNIT-I

1. UNDERSTANDING LANGUAGE

- (i) Concept: Meaning & Nature of language
- (ii) Linguistic principles: Process of acquisition of language

2. Language & Learning

- (i) Functions of language & its basic assumptions: Communicative, Receptive & Expressive, Language and Society. First Language, Multilingualism. Language Diversity in class room.

3. Language Across Curriculum: - Relationship of language & learning, Role of Subject teacher.

UNIT-II

4. LISTENING & SPEAKING SKILL

- (i) Concept and Importance
- (ii) Techniques and Material for developing Listening and speaking skill oral conversational and compositional skills

5. Reading & Writing skill

- (i) Concept, need & Importance

(ii) Techniques and Material for developing Reading and Writing, Reading Mechanics, Compositional writing.

6. Relationship of language Skills and subject knowledge of Teachers

Practicum/Sessionals

Any one of the following:

- (i) Subject wise group discussion, preparation of report and presentation before the group.
- (ii) Prepare a Diagnostic test to identify reading and writing problems of the school students.
- (iii) Prepare a representative sample of advocacy on rural issues / problems
- (iv) Letter writing, Notice, email messages representation on local issues and local challenges.
- (v) Reflections on Gandhian thoughts : Panel discussion and preparation of report

Suggested Readings:

Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.

Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.

Government of India. (1986). *National Policy on Education*. GOI.

Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.

Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.

Mangal, U.(2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.

National Curriculum Framework (2005), New Delhi: NCERT.

Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.

Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar :Punjab Book Depot.

Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), PP223-237.

Sullivan, M. (2008). *Lessons for Guided writing*. scholastic. National curriculum framework. (2005).

<http://www.usingenglish.com/handouts/>

Course 4(B) (805)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code: 805

Max. Marks :50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 805.1** Describe the characteristics and nature of discipline
- 805.2** Elaborate the concept of disciplinary knowledge and emergence of discipline and subject.
- 805.3** Critically analyze the sources of knowledge with respect to text books and journals
- 805.4** Acquaint with the paradigm shift in discipline

Course Content

Unit-I

1. EMERGENCE OF DISCIPLINARY KNOWLEDGE

- Meaning, nature and types of discipline.
- Role of disciplinary knowledge in the school curriculum.
- Emergence of school subjects and disciplines from philosophical, social and political contexts;
- emergence of teaching methods

Unit-II

2. DISCIPLINARY KNOWLEDGE: RELATED ISSUES

- Difference and relationship between curriculum & syllabus;
- A criteria for selection of textbooks, magazine & journals as source of knowledge.
- Role of different agencies and their functions in shaping the syllabus and text books at national & state level.

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Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language

Practicum/ Sessional

Any one of the following:

- Critical analysis of a curriculum/ syllabus of particular school subjects.
- Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome.
- Review of text book in the light of connecting knowledge to life outside the school.
- Readings and group discussions on NCF-2005, NCFTE-2010, RTE-2009

Suggested Readings:

Bonrs, J.A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.

Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Krishna, A. (2009). What are Academic Disciplines? University of Southampton, NCRM E Prints Respository *eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf*.

NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf

NCERT(2006). Position paper national focus group on teaching of science. New deli: Author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

Course-5 (806)
GENDER, SCHOOL AND SOCIETY
Course Code : 806

Max. Marks :50
(Theory: 40, Internal: 10)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able :

- 806.1** To understand the basic concepts, issues and theories of Gender.
- 806.2** To familiarize with the processes of socialization at School and other social agencies.
- 806.3** To visualize psychological and sociological perspective of equity and equality.
- 806.4** To become aware about gender inequalities in school and society.

Course Content

Unit – I

1. GENDER STUDIES: CONCEPT AND THEORIES

- Concept of gender, Patriarch, Masculinity and Feminism, Issues of masculinity and femininity
- Theories on Gender and Education.
 - (i) Symbolic Interaction Theory
 - (ii) Gender Schema Theory
 - (iii) Cognitive Development Theory
 - (iv) Conflict Theory

2. SOCIAL CONSTRUCTION OF GENDER

- Social construction of gender during late childhood and adolescence
- Gender Identities and socialization practices in Family, School and other formal and informal organization.

Unit – II

3. EQUITY AND EQUALITY

- Concept of Equity and Equality: Psychological and sociological perspective
- Need and Importance of Gender Equality

4. GENDER INEQUALITIES AND STRATEGIES FOR CHANGE

- Gender Inequality in School: School curriculum, Text book, & classroom process. Initiatives of Govt. and Non-Govt. organization in dealing with gender inequalities with respect to society.

Practicum/Sessionals

Any one of the following

- i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.
- iii. Survey on Gender Equality-Status of women and girls in the family and community.
- iv. Preparing sensitization material and creating awareness on Gender issues with the help of students in a village.
- v. Poster making on Gender Equality and Empowerment.
- vi. Observation of practice of inequality between male and female students in a rural school and report writing.

Suggested readings:

Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*, p 313-329

Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing

Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House

Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications

Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME

Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). *Women and Development planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House

Course-6 & 7 (807)

Group-I: Pedagogy of Sciences

(i) PEDAGOGY OF SCIENCE

Course Code : 807

Max. Marks :100

(Theory: 80, Internal: 20)

Time: 3 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes

After completion of this course the students teacher will be able to:

- 807.1** Understand the concept of Science and get acquainted with Aims and objectives of Teaching Science.
- 807.2** Understand bloom's taxonomy of objectives and table of specifications.
- 807.3** Perform pedagogical analysis of various concepts in teaching Schience.
- 807.4** Develop skills of teaching and lesson planning.
- 807.5** Understand the principles of curriculum constructions and critical analysis of text book.
- 807.6** Manage science laboratories.
- 807.7** Familiarize with various approaches and methods of teaching of Science.
- 807.8** Understand the concept of continuous and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1. NATURE & SCOPE OF SCIENCE

- Meaning, Nature and Scope with reference to Science & its branches.
- History of science and contribution of Indian Scientists.
- Need & importance Science in secondary school & its values in the present context.
- Correlation of science with other school subjects
- Aims & objectives of Science.
- Bloom’s Taxonomy of instructional objectives.
- Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2. PEDAGOGICAL ANALYSIS & LESSON PLANNING

- Content –
 - Matter in our Surroundings
 - Atom & Molecules
 - Motion
 - Force
 - Gravitation
 - Work and Energy
 - Tissues
 - Diversity in Living Organism
 - Life Process
 - Reproduction
 - Micro-organism
- **Pedagogical Analysis :**
Following points should be followed for pedagogical analysis on topics covered in the syllabus
 - a)Identification of concept b)Listing behavioural outcomes c)Listing activities and experiments d)Listing evaluation techniques
- Teaching Skills:-
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing
- Concept, Need & Importance of Unit Planning & Lesson Planning

UNIT – III

3. TEACHING LEARNING RESOURCES & PROCEDURES

- Meaning, Principles & Steps of Curriculum construction in Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Science equipment & Records

- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV

4. APPROACHES AND EVALUATION IN TEACHING

- Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.
- Methods of Teaching Science
 - Lecture-cum-Demonstration
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Science
- Construction & Use of Achievement Test in Science
- Construction & Use of Diagnostic Test in Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

Praticum/Sessional

Any one of the following

- i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level in Haryana State.
- ii. Improvisation of Apparatus/Equipment
- iii. Seminar Presentation on any Topics given in the Syllabus.
- iv. Celebration of science week in a village school and report writing
- v. Conducting a survey on health concerns in a village

Suggested Readings

Adams, G.S. (1964). Measurement & Evaluation in Education, Psychology & Guidance, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). Essential of Examination System. New Delhi: Vikas Publishing HousePvt. Ltd.

Allen, D.W. and Eve, A.W. (1968). Micro Teaching in Theory to Practices. Vol. 70, pp. 181-185.

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Bloom, B.S. et al. (1956). Taxonomy of Educational Objectives: The Cognitive Domain, New York: Longum's Green.

CBSE (2009). Teacher Manual on CCE. New Delhi: CBSE.

Das, R.C. (1985). Science Teaching in Schools, New Delhi. Sterling Publication Private Ltd.,

Harrow, A.J.A. (1972). Taxonomy of Motor Domain, New York: Mckay.

Kherwadkal, Anjali (2003). Teaching of Chemistry by Modern Method, New Delhi Sarup & Sons..

Kilpatrick, W.H. (1987). The Project Method, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). Taxonomy of Educational Objectives, Hand-book II, Affective Domain, New York: David Mckay.

Mager, R.F. (1962). Preparing Instructional Objectives, California: Fearon.

Miller, David F. and Blaydes (1962). Methods & Materials for Teaching Biological Science, New York McGraw Hill Book Co.,

Sharma, R.C. (1995). Modern Science & Teaching, New Delhi.

Dhanpat Rai & Sons. Siddique and Siddique (1998), Teaching of Science, New Delhi. DoabaHouse,

Vishwanth, Pandey and Kisor Valicha (1984). Science Technology & Development, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). Science Education in 21st Century, New Delhi Anmol Publishers,.

Wadhwa, Shalni (2001). Modern Methods of Teaching Physics. New Delhi: Saroop & Sons.

Course-6 & 7 (808)

Group-I: Pedagogy of Sciences

(ii) PEDAGOGY OF BIOLOGICAL SCIENCE

Course Code : 808

Max. Marks :100

(Theory: 80, Internal: 20)

Time: 3 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short – answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(Cos)

After completion of this course the students teacher will be able to :

- 808.1** Understand Nature & Scope of Biological Science
- 808.2** Understand objectives of Teaching biological Science
- 808.3** Perform pedagogical analysis of various topics of biological Science.
- 808.4** Develop a skill of lesson planning based on various approaches.
- 808.5** Understand the principles of curriculum construction.
- 808.6** Apply e-resources in teaching biological science.
- 808.7** Adopt suitable approaches, methods, different resources to teach biological science.
- 808.8** Understand the concept of continues and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE

- Meaning, Nature and Scope with reference to Biological science and its branches.
- History of Biological science and contribution of Indian Biologist.

- Need and Importance of Biological in secondary schools and its values in the present context.
- Correlation of Biological science with other school subject.
- Aims and Objectives of Teaching Biological science.
- Bloom's Taxonomy of educational objectives.
- Formulation of specific objectives in Behavioural terms.
- Biology in the service of human welfare-Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2 PEDAGOGICAL ANALYSIS & LESSON PLANNING

- **Content**
 - Tissues
 - Diversity in living organism
 - Diseases
 - Natural Resources
 - Improvement in Food
 - Life Process
 - Reproduction
 - Heredity
 - Control and Co-ordination
 - Micro-organism
 - Photosynthesis
- **Pedagogical Analysis** : Following points should be followed for pedagogical analysis on topics covered in the syllabus
 - (a) Identification of concept
 - (b) Listing behavioural outcomes
 - (c) Listing activities and experiments
 - (d) Listing evaluation techniques.
- **Teaching Skills**
 - Skill of introducing the lesson
 - Skill of illustrate with the help of examples.
 - Skill of explaining
 - Skill of stimulus variation
 - Skill of using black board
- Concept, Need and Importance of unit planning and lesson planning.

UNIT – III

1. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in biological science.
- Critical Analysis of Present secondary school text book with reference to Haryana State.
- Biological science Laboratory. Importance, Planning, Designing, equipping, maintenance of biological equipment and records.
- Visual Aids: - Chart, Model, Specimen.

- E-learning Resources: Use of Multimedia and Computers in biological science, e-learning, PPT, Internet, Website, Teleconferencing.
- Professional growth of biological science teacher in service programme, orientation programme, refresher courses, seminar, symposium, workshop, projects, science museum, science fair and science exhibition.

UNIT – IV

2. APPROACHES AND EVALUATION IN TEACHING

- Approaches of Teaching biological science.
 - Inductive – deductive approach
 - Critical inquiry approach
 - Maier’s Problem solving approach
- Methods of Teaching biological science;
 - Lecture cum demonstration method
 - Project Method
 - Laboratory method
- Continuous and Comprehensive Evaluation (CCE) in biological science.
- Construction and use of achievement test in Biological Science.
- Construct and Use of diagnostic Test in Biological science, preparation of diagnostic chart, identification of difficulties and remedial teaching.
- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

Praticum/Sessional

Any one of the following

- Prepare a working model on Biological secondary school standard topics.
- Collect and preserve any five biological specimen and write a report
- Critically analyse secondary school state syllabus science text-book.
- Preparation of Biological science wall magazine in every month
- A case study of any senior secondary lab and prepare report
- Visit a farm to study and participate in organic farming operations.
- Waste audit and composting to learn the important aspects of resource conservation activity.
- Water audit and budgeting with water harvesting to learn the important aspects of conservation activity.
- A survey report on garbage disposal practices in a village.
- Seminar/presentation on any topic given in the syllabus

Suggested Readings:

Adams G.S., (1964). *Measurement and evaluation in education, psychology and guidance*, New York : Halt, Rinehart and Winston.

Aggarwal, J.C. (2005). *Essentials of examination system*. New Delhi : Vikas Publishing

house Pvt. Ltd.

Allen, D.W, and Eve, A.W. (1968). *Microteaching in theory to practices* Vd. 70, pp. 181-185.

Ameetha P (2004). *Methods of Teaching Biological Science*. New Delhi :Neelkamal Publications,

Bloom, B.S. et. Al. (1956). *Taxonomy of Educational objectives : the cognitive domain*, NewYork: Lagan's Green.

CBSE (2009). *Teacher's manual on CCE*. New Delhi : CBSE.

Das, R.C. (1985). *Science teaching in schools*. New Delhi: Sterling Publication Private Ltd.

Green T.N. (1971). *Teaching of Biology in tropical schools*, Oxford University Press London.

Harrow, A.J.A. (1972); *Taxonomy of Motor Domain*, New York : McKay.

Karmer, L.M.J. (1975). *Teaching of Life Science*, McMillan India Ltd. New Delhi.

Kilpatrick, W.H. (1918); *the project method*, Columbia: Teachers College Record.

Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational objectives, Handbook II, Affective Domain*, New York : David McKay.

Mager, R.F. (1962); *Preparing Instructional objectives*, California : Fearon.

Miller, David F. and Blaydes (1962); *Methods and materials for teaching Biological Science*, M.C. Grow Hill Book Co; New York.

Sharma, R.C. (1995). *Modern Science & Teaching*, Dhanpat Rai and Sons, New Delhi.

Sood J.K. (1987). *Teaching of Life Science*, Kholi Publisher, Chandigarh.

Vishwanth, Pandeny & Kishore, Valicha (1984). *Science Technology and Development*, Mc Millan Indian Ltd. New Delhi.

Course-6 & 7 (809)

Group-I: Pedagogy of Sciences

(iii) PEDAGOGY OF COMPUTER SCIENCE

Course Code : 809

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No. 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

CourseOutcomes(COs)

After the transaction of the course, student teachers will be able to:

- 809.1** Emphasize the need and importance of computer science and acquaint with the aims and objectives of teaching computer science in secondary schools.
- 809.2** Understand Bloom taxonomy of objectives and table of specification.
- 809.3** Perform Pedagogical Analysis of various concepts in computer science.
- 809.4** Develop teaching skills and skill of lesson and unit planning.
- 809.5** Understand the principles of curriculum construction and importance of computer textbook.
- 809.6** Acquire the skill of managing a computer laboratory and use of E-resources .
- 809.7** Familiarize with the various methods that can be employed for the teaching of computer science.
- 809.8** Develop competencies for effective evaluation in computer science and visualize various plans to promote digital technology among rural community.

COURSE CONTENT

Unit-I

1 Nature and Scope of Computer Science

- Meaning, Nature and Scope of Computer Science.
- Significance of Computer Science in school curriculum.
- Correlation of Computer Science at different stages of school.

- Aims and Objectives of Teaching Computer Science at different stages of school.
- Blooms Taxonomy of educational objectives.
- Formulation of specific objectives in behavioural terms.

Unit-II

2 **Content, Pedagogical Analysis and Teaching Skills:** Concept, need and importance of Pedagogical Analysis.

- **Content:**

- Computer System
- Computer Software
- Networking
- MS-Windows
- MS-Office
- Operating System

- **Pedagogical Analysis:**

Following point should be followed for pedagogical analysis:-

- a) Identification of concept.
- b) Enlisting behavioural outcomes.
- c) Enlisting activities and experiments.
- d) Enlisting evaluation techniques.

- **Teaching Skills**

- Skill of Introducing the lesson
- Skill of Questioning
- Skill of Stimulus Variations
- Skill of Explaining
- Skill of Illustration with examples

- **Lesson Planning:** Concept, Need and Importance of lesson planning and Unit planning.

Unit-III

3 **Teaching Learning Resources and Processes**

- Development and designing of computer science curriculum.
- Critical analysis of computer textbook.
- Development of self- instructional material
- Designing and managing a Computer Laboratory.
- E-learning Resources: Use of Multimedia e-learning, PPT, Internet.
- Qualities of a good Computer Science Teacher. And professional growth of Computer Science Teacher

Unit-IV

4 **Approaches and Evaluation**

- **Teaching Methods:**

- Lecture-cum-Demonstration method.
- Project method.
- Computer Assisted Instruction method.
- Laboratory Method.

- Mobile learning, and Online learning
- **Evaluation**
- Meaning and importance of evaluation
- Types and techniques
- Achievement Test
- Characteristics of a good test in Computer Science.
- Preparing, reporting and evaluating the results.
- Comprehensive and Continuous Evaluation.

Practicum/ Sessional

Do Any one of the following:

- i. Critical analysis of course content of Computer science of secondary school curriculum.
- ii. Prepare an achievement test of course content of Computer science of secondary school curriculum.
- iii. Internet based project: Form a group on internet and share educational information with atleast one link to audio/video material and prepare the project using ppt.
- iv. Power Point Presentation on Gandhian ideas and thoughts.
- v. Generating awareness regarding Digital India Initiative among rural community.

Suggested Readings

- Agarwal J. C. (2006). *Essential of educational technology, Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Singh, Arjinder. *Teaching of Computer Education*. Jalandhar: Modern Publisher
- Sinha, P.K. & Sinha, P. *Computer Fundamentals*, BPB
- Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation

Course-6 & 7 (810)

Group-I: Pedagogy of Sciences

(iv) PEDAGOGY OF HOME SCIENCE

Course Code : 810

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After completion of this course the students teacher will be able to :

- 810.1** Understand Nature & Scope of Home Science and objectives of Teaching Home Science.
- 810.2** Understand bloom's taxonomy of educational objectives.
- 810.3** Develop skills of lesson planning based on various approaches.
- 810.4** Perform pedagogical analysis of various concepts of Home Science.
- 810.5** Understand the principles of curriculum construction.
- 810.6** Apply e resourcing in teaching Home Science and appreciate the importance of planning and organizing extension activities.
- 810.7** Adopt suitable approaches, methods, different resources to teach Home Science and examine the health status of school students of rural areas.
- 810.8** Understand the concept of continues and comprehensive evaluation.

COURSE CONTENT

UNIT – I

1 CONCEPT, OBJECTIVES AND IMPORTANCE

- Meaning, Nature and Scope of Home Science
- Need and Importance of Home science in secondary schools in the present context
- Correlation of Home Science with other school subjects
- Aims and objectives of teaching Home Science
- Blooms Taxonomy of educational objectives
- Formulation of specific objectives in Behavioural terms.

UNIT – II

2 CONTENT, PEDAGOGICAL ANALYSIS AND TEACHING SKILLS

- **Content**
 - Food, Nutrition and Health
 - Child Care
 - Fiber and Fabric
 - Home Management
 - Health and sanitation
- **Pedagogical Analysis :**

Following points should be followed for pedagogical analysis on topics

 - a) Identification of concept
 - b) Listing behavioural outcomes
 - c) Listing activities and experiments.
 - d) Listing evaluation techniques.
- **Teaching Skills**
 - Skill of introducing the lesson
 - Skill of illustrate with the help of examples.
 - Skill of explaining
 - Skill of stimulus variation
- **Concept, Need and Importance of unit planning and lesson planning.**

UNIT – III

3 TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in Home Sciences.
- Development and Characteristics of a good Textbooks. Critical analysis of current Home Science Text Books in secondary schools of Haryana State.
- Planning of space and equipment of Home Science Laboratory
- Classification and importance of Teaching Aids, (Visual Aids :- Chart, Model, Specimen).
- E-learning Resources: Use of Multimedia and Computers in Home Science, e-learning, PPT, Internet.
- Qualities of a good Home Science Teacher. Professional growth of Home Science Teacher

UNIT – IV

4 APPROACHES , METHODS AND EVALUATION IN TEACHING

• **Methods of Teaching:**

Lecture-cum- Demonstration; Project Method; Discussion Method; Practical and Individual Method

• **Activity Based Learning:**

Learning by doing : Experimentation; observation ; games, quiz; puzzles; Field visits and excursions

• **Approaches of Teaching Home Science :** Inductive – deductive approach ;Maier’s Problem solving approach

• Continuous and Comprehensive Evaluation (CCE) in Home Science.

• Construction and use of achievement test and diagnostic test in Home Science.

• Task Analysis, meaning and advantages

• Question Bank, meaning and advantages

PRACTICUM/SESSIONALS:

Any one of the following:

- i. A course of ten practical by the Pupil-teacher in the following:
 - Cooking
 - Stitching/Embroidery/knitting
 - Home Management
- ii. Preparation of online test.
- iii. Preparation of objective type test, short answer type test, essay type test
- iv. Organize a quiz competition in Home Science and analyze the response of students
- v. Plan a field visit of Home Science students for studying and reporting the health habits and health concerns of school students of village.
- vi. Prepare one remedial Teaching Programme for a Home Science student
- vii. Writing of project report in extension education.
- viii. Organise a handicrafts fair in a village.

SUGGESTED READING

Chandra, Shah & Joshi. *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Dass & Ray. *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Devdass, R. P. *Method of Teaching of Home Science*, New Delhi: NCERT.

Devdass, R. P. *Teaching of Home Science in Secondary School*. A handbook of Suggestion for Teachers, New Delhi: NCERT

Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons
CBSE (2009); *Teacher’s manual on CCE*. New Delhi : CBSE

Course-6 & 7 (811)

Group-I: Pedagogy of Sciences

(v) PEDAGOGY OF PHYSICAL SCIENCE

Course Code : 811

Max. Marks :100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After completion of this course the student teacher will be able to :

- 811.1** Understand the Nature & Scope of Physical Science.
- 811.2** Understand Aims and objectives of Teaching Physical Science and describe the role of Physical Science in service of human welfare and its correlation with other school subjects.
- 811.3** Provide empirical knowledge about content analysis and pedagogical analysis.
- 811.4** Acquaint about effective teaching aids and teaching skills for well execution of
- 811.5** Visualize different innovative teaching learning resources and processes for professional growth.
- 811.6** Design and manage a physical science laboratory.
- 811.7** Adapt suitable approaches, methods and different resources to teach physical science.
- 811.8** Become aware about various approaches of teaching Physical Science and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1 NATURE AND SCOPE OF PHYSICAL SCIENCE

- Meaning, Nature and Scope with reference to Physical Science & its branches.
- History of Physical science and contribution of Indian Scientists in the field of Physics & Chemistry.
- Need & importance Physical Science in secondary school & its values in the present context.
- Correlation of Physical science with other school subjects.

- Aim & objectives of Physical Science.
- Bloom's Taxonomy of instructional objectives.
- Physical Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2 PEDAGOGICAL ANALYSIS & LESSON PLANNING

- Content –
 - Matter in our Surroundings
 - Atom & Molecules
 - Motion
 - Force & Law of Motion
 - Gravitation
 - Work and Energy
 - Sound
 - Acid Bases & Salt
 - Metal & Non-metal
 - Light
 - Electricity
- **Pedagogical Analysis** – Following points should be used for Pedagogical Analysis.
Following points should be followed for pedagogical analysis on topics covered in the syllabus
- a) Identification of concept b) Listing behavioural outcomes c) Listing activities and experiments, d) Listing evaluation techniques
 - Concept, Need & Importance of Unit Planning & Lesson Planning
- Teaching Skills:-
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing

UNIT – III

3 TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles & Steps of Curriculum construction in Physical Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
 - Physical Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment & Records
 - Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
 - E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
 - Improvised Apparatus – Meaning, Importance & Steps
 - Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV

4 APPROACHES AND EVALUATION IN TEACHING

- Physical Science Inductive – deductive Approach, Critical Inquiry Approach, Maier's Problem Solving Approach.
- Methods of Teaching Physical Science
 - Lecture-cum-Demonstration
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Physical Science
- Construction & Use of Achievement Test in Physical Science

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- Construction & Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

Practicum/Sessional

Any one of the following

- i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Physical Science Test-books at the Lower Secondary Level in Haryana State.
- ii. Improvisation of Apparatus/Equipment
- iii. Seminar Presentation on any Topics given in the Syllabus.

Suggested Readings

Adams, G.S. (1964). *Measurement & Evaluation in Education, Psychology & Guidance*, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House Pvt. Ltd.

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Das, R.C. (1985). *Science Teaching in Schools*, New Delhi: Sterling Publication Private Ltd.

Harrow, A.J.A. (1972). *Taxonomy of Motor Domain*, New York: Mckay.

Kherwadkal, Anjali (2003). *Teaching of Chemistry by Modern Method*, New Delhi: Sarup & Sons.

Kilpatrick, W.H. (1987). *The Project Method*, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). *Taxonomy of Educational Objectives, Hand-book II, Affective Domain*, New York: David Mckay.

Mager, R.F. (1962). *Preparing Instructional Objectives*, California: Fearon.

Miller, David F. and Blaydes (1962). *Methods & Materials for Teaching Biological Science*, New York: McGraw Hill Book Co.

Sharma, R.C. (1995). *Modern Science & Teaching*, New Delhi: Dhanpat Rai & Sons.

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Vishwanth, Pandey and Kisor Valicha (1984). *Science Technology & Development*, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). *Science Education in 21st Century*, New Delhi: Anmol Publishers.

Wadhwa, Shalni (2001). *Modern Methods of Teaching Physics*. New Delhi: Saroop & Sons.

<http://www.scienceworld.wolfram.com/physics.html>.

<http://www.nobel.se/physics/laureates.html>.

Course-6 & 7 (812)

Group-II: Pedagogy of Social-Sciences

(i) PEDAGOGY OF SOCIAL SCIENCE

Course Code : 812

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.**
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.**
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After completion of this course the student –teachers will be able to:

- 812.1** Elaborate the concept, nature and scope of social science.
- 812.2** Establish correlation of social science within or with other school subjects and life situations.
- 812.3** Get acquainted with the procedures of skills and pedagogical analysis for social science teaching.
- 812.4** Prepare lesson plans by applying knowledge of planning.
- 812.5** Explain the essentials of curriculum and text books of social science
- 812.6** Select and develop the support material required for designing learning experiences.
- 812.7** Develop an understating of methods and approaches of teaching social science.
- 812.8** Acquire competencies in preparing tools of evaluation social science learning.

COURSE CONTENTS

UNIT 1

1. Nature & Scope of Teaching of Social Science

- Meaning, Nature and Scope of Social Sciences as a school subject.
- Aims and Objectives of teaching Social Sciences at School level.
- Values of Teaching Social Sciences
- Taxonomy and behavioural Objectives in Social Sciences.
- Relationship of Social Science with other subjects and within the subject.

- Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market

UNIT-2

2. Pedagogical Analysis and lesson planning

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - Constitution of India
 - Physical features of India
 - Indian Freedom Movement
 - Population
 - Democracy in the contemporary world
 - Disaster Management
- Skills of teaching Social Sciences: Skill of Introducing, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

UNIT 3

3. Teaching learning resources and process

- Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum- Unit, concentric, spiral, chronological.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)
- Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions)

UNIT 4

4. Approaches and Evaluation in Teaching

- Classroom Processes: Lecture-cum-Discussion method, Source method, Survey Method, and Story Telling.
- Meaning, Importance and Types of Evaluation in Social Sciences.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

Praticum/Sessional

Any one of the following:

- i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.

- ii. Make an Observation and prepare a list of places of historical interest/monument nearer to your residence and prepare a report on it.
- iii. Conduct a quiz competition in the class on a day of national importance and prepare a report of the same.
- iv. Prepare an action plan for social science club.
- v. Prepare a sample of Different Types of Test items on different objectives or Select a concept in Social Science prepare a diagnostic test
- vi. Prepare a sample of Content analysis, instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10th.

Suggested Readings

Agarwal, J.C. (1993). *Teaching of Social Studies- A Practical Approach*, Second Revised Edition, Vikas Publishing House.

Batra, P.(ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, New Delhi, Sage

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House

Eklavya (1994) *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.

George, A. and Madan, A.(2009) *Teaching Social Science in Schools*, NCERT's New Textbook, New Delhi: Sage

Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba Publications.

Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi :Doaba Publications.

Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*, New Delhi: Heera Publications

Kochhar, S.K.(1998). *Teaching of Social Studies*, New Delhi: Sterling Publishers Pvt, Ltd New Delhi.

NCERT (2006). *Position Paper National Focus Group on Teaching of Social Sciences*, New Delhi: NCERT

NCERT Social Science Textbooks for classes VI-X, New Delhi: NCERT.

Course-6 & 7 (813)

Group-II: Pedagogy of Social-Sciences

(ii) PEDAGOGY OF COMMERCE

Course Code : 813

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii) Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii) Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After completion of this course the student-teachers will be able to:

- 813.1** Understand the nature of Commerce and its relationship with other disciplines.
- 813.2** Comprehend the Bloom Taxonomy of objectives and write the Instructional objectives in behavioral terms.
- 813.3** Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching.
- 813.4** Acquire competencies in teaching skills.
- 813.5** Analyses the Curriculum and Textbook of Commerce.
- 813.6** Make effective utilization of Teaching Learning resources.
- 813.7** Get familiar with the methods of teaching and Evaluation.
- 813.8** Equip themselves in Evaluation techniques and construction of Achievement test.

Course content

UNIT-I

1. Concept of Commerce and Instructional Objectives

- Meaning nature and scope of Accountancy and Business studies.
- Need and Importance of Commerce in school curriculum at higher secondary level
- Aims, Objectives and Values of teaching Commerce.
- Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).

- Relationship of Commerce with other Disciplines: Economics, Law, Mathematics, Sociology, Psychology, Statistics.

UNIT-II

2. Pedagogical Analysis and lesson planning

- Pedagogical Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques.
- Content for Pedagogical Analysis:
 - Final A/Cs
 - Sources of Business finance.
 - Marketing Mix.
 - Social Responsibility of Business
 - Consumer protection
 - E-commerce
- Skills in Teaching
 - Skill of Introducing
 - Skill of Explaining
 - Skill of Probing Questions
 - Skills of Illustrating with examples
 - Skill of Stimulus variation
- Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan

UNIT-III

3. Teaching learning resources and Processes

- Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement
- Analysis of prescribed text- book of commerce (XI & XII)
- Teaching learning resources: Meaning, Importance and use of Teaching learning resources
- Traditional Instructional Material: Charts , Graphs and Specimens
- Mass media: Television , Newspaper , Journals
- E- resources: Blog , World wide Web , Social Networking

UNIT-IV

4. Approaches and Evaluation in teaching

- Methods of teaching:
 - Lecture cum Discussion Method
 - Project Method
 - E-Tutoring
 - Role playing
- Evaluation: Meaning, Importance , Types and Techniques.
- Preparation of Blue print and construction of Achievement Test

Practicum/ Sessionals

Any two of the following:

- i. Participation in discussion (class level) in any recent development in the area of commerce and prepare a report
- ii. Make a report on activities performed by a company regarding its social responsibility
- iii. Review at least two research articles on commerce
- iv. Make a report of E-Commerce operations of a company
- v. Field visit to any one (bank , factory , consumer forum). Prepare a report on functions performed

Suggested Readings

- Bruce, J.M and Roger Ottewill (2001). *Effective learning & teaching in business and management*. London: Routledge
- Chopra, H.K and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers Ludhiana
- Dalal, D.C and Dalal V.C (2008). *Teaching of Commerce* (Hindi Version). Patiala: Twenty First Century Publications
- Gupta Rainu (2009). *Teaching of Commerce* New Delhi, Shipra Publications
- Kaur, Ravdeep (2012). *Teaching of Commerce* Gurusar Sadhar: GBD Publications
- Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
- Monga Vinty (2009). *Teaching of Commerce Patiala*: Twenty first century publications
- Peter Davies, Jacek Brant (2006). *Business, Economics and enterprises*: Teaching School Subjects 11-19. London: Kogan Rage
- Rao Seema (2002). *Teaching of Commerce*, New Delhi: Anmol Publicatons Pvt. Ltd.
- Shankar T. (2007). *Methods of Teaching of Commerce*, New Delhi: Crecent VII

Course-6 & 7 (814)

Group-II: Pedagogy of Social-Sciences

(iii) PEDAGOGY OF ECONOMICS

Course Code : 814

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes (COs)

After completion of this course the student –teachers will be able to:

- 814.1** Understand the meaning nature and scope of teaching Economics and its relationship with other disciplines..
- 814.2** Comprehend the Bloom Taxonomy of objectives and write the instructional objectives in behavioral terms.
- 814.3** Prepare pedagogical analysis of the content and develop lesson plans for class room teaching.
- 814.4** Acquire competence in skills for the teaching of Economy.
- 814.5** Analyse the curriculum and textbook of teaching of Economics.
- 814.6** Develop teaching learning material and organize co-curricular activities through the Economics club..
- 814.7** Understand the different methods and approaches of teaching Economics.
- 814.8** Acquire competencies in preparing tools of Evaluation.

COURSE CONTENT

Unit -I

1. NATURE & SCOPE OF TEACHING OF ECONOMICS

- Meaning, Nature and Scope of Economics as a school subject.
- Aims and Objectives of teaching Economics at School level
- Values of Teaching Economics in present scenario.

- Taxonomy and behavioural Objectives in Economics.
- Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.
- Understanding terminology of Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting.

Unit- II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- Meaning and Importance of Pedagogical Analysis.
- Content :
 - Poverty as Challenge facing India
 - Indian economy
 - Globalization
 - Inflation & Deflation
 - Employment
- **Pedagogical Analysis :**
Following points should be followed for pedagogical analysis on topics:
 - a) Identification of concept
 - b) Listing behavioral outcomes
 - c) Listing activities and experiments.
 - d) Listing evaluation techniques.
- lesson planning in Economics: Need & Importance, Basic Elements & its Preparation
- Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation.

Unit-III

3. TEACHING LEARNING RESOURCES AND PROCESS

- Meaning, Importance and Principles of designing a good Curriculum of Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Approaches of organizing the curriculum of Economics.
- Meaning & Importance of Co-curricular activities. Economics Club – Meaning, Importance and Organization.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)

Unit-IV

4. APPROACHES AND EVALUATION IN TEACHING

- Teaching Economics through Discussion method, Project method, Problem-solving, Dramatization, Survey and Field visit.
- Meaning, Importance and Types of Evaluation in Economics.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process. Construction of Achievement Test – Concept and Steps.

Praticum/Sessional

Any one of the following:

- i. Explore how cartoons, advertisements, graphs, currency, pictures can be used for teaching Economics.
- ii. Content Analysis and preparation of instructional material related to any unit
- iii. Prepare ten (10) slides related to economics teaching content at senior secondary level.
- iv. Critical appraisal of economics text books at senior secondary level.
- v. Field Visits (Banks, Small-Scale Industries, Consumer Cells)

Course-6 & 7 (815)

Group-II: Pedagogy of Social-Sciences

(iv) PEDAGOGY OF HISTORY

Course Code: 815

Time: 3 Hours

Max. Marks :100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- 815.1 Explain the concept, nature and scope of teaching history.
- 815.2 Understand the aims and objectives of History and establish correlation of History with other school subjects and life situations.
- 815.3 Perform Pedagogical analysis of various topics in History at Secondary level.
- 815.4 Get acquainted with the procedures of lesson plan.
- 815.5 Critically evaluate existing curriculum, syllabus and text-books.
- 815.6 Prepare, select and utilize different instructional materials.
- 815.7 Apply appropriate methods and techniques of teaching at different levels.
- 815.8 Acquire competencies in preparing tools of evaluation for teaching of History.

COURSE CONTENT

UNIT – I

1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY

- Meaning, Nature, Scope of history. Importance of time & space in history
- Place of history in secondary and senior secondary level school curriculum
- Aims, objectives and values of teaching history
- Bloom’s taxonomy to formulate objectives in behavioural terms
- Co-relation of history with other school subjects. Relation of history with present.
- Classification of history according to geographical boundaries, period and circumstances.

UNIT – II

2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING

- Meaning and importance of pedagogical analysis

- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - a) Indus valley civilization
 - b) Ashoka The Great
 - c) Mughal dynasty
 - d) First war of independence (1857 A.D.)
 - e) Freedom movement and modern India
- Skills of teaching History: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation.
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.

UNIT – III

3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Development of history text-book, characteristics of a good text book, need of text-book for teaching history.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.

UNIT – IV

4. APPROACHES AND EVALUATION

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture-cum-story telling method, dramatization, project method, teaching through field trips and excursions.
- Meaning, objectives and importance of evaluation
- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

Practicum/ Sessionals

Any one of the following

- i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)
- ii. Organize trip to historical place/monuments.
- iii. Prepare skit/drama from history-events / **life history of Mahatma Gandhi** (Group-activity)

Suggested Readings:

Chaudhary, K.P. (1975). The effective teaching of History in India. New Delhi: NCERT.

Dhamija, N. (1993). Multimedia Approaches in teaching of Social studies. New Delhi: Harman Publishing House.

Khan, S.U. (1998). History teaching problems, prospectives & prospect. New Delhi: Heera.

Gunnin, D. (1978). The teaching of History. London: Goom Helm Ltd.

Course-6 & 7 (816)

Group II: Pedagogy of Social Sciences

(v) PEDAGOGY OF GEOGRAPHY

Course Code: 816

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After completion of the course the student teacher will be able to:

- 816.1** Explain the concept, nature and scope of teaching Geography.
- 816.2** Understand the aims and objectives of teaching Geography
- 816.3** Perform Pedagogical analysis of various topics in Geography at Secondary level.
- 816.4** Get acquainted with the procedures of lesson plan.
- 816.5** Critically evaluate existing curriculum, syllabus and text-books.
- 816.6** Prepare, select and utilize different instructional materials.
- 816.7** Apply appropriate methods and techniques of teaching at different levels.
- 816.8** Acquire competencies in preparing tools of evaluation for teaching of Geography.

COURSE CONTENT

Unit-I

1. NATURE AND SCOPE OF TEACHING GEOGRAPHY

- Meaning, nature & scope of Geography.
- Importance of teaching geography as school subject.
- Aims and objective of Teaching Geography at School Level.
- Bloom's taxonomy of objectives.

Unit-II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- Meaning and importance of pedagogical analysis

- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - Latitudes & longitudes
 - Rotation & Revolution
 - Agents of denudation
 - Physical Division of India
 - Cash crops of India
- Skills of teaching Geography Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation.
- Development of lesson plan

Unit-III

3. DEVELOPMENT OF INSTRUCTIONAL MATERIAL

- Development and designing of curriculum
- Development of text books
- Development of self-instructional material
 - Self instructional modules
 - P.L. materials (Linear style) packages
- Development of instructional aids-Maps, atlas, Globes, Charts, Graphs, Models, Film Strips, Film Shades, Utilizaation of T.V., Video OHP, Computer
- Designing geography laboratory.

Unit-IV

4. APPROACHES & EVALUATION IN TEACHING

- Various methods used – Discovery Method, Discussion method, Problem Solving, Concept Mapping , Project, Laboratory, Story Telling, Concept Attainment Model, Inquiry Training Model.
- Meaning, Importance and Types of Evaluation in Geography
- New approaches to Assessment - Question bank, Open Book, Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

Practicum/Sessionals

Any one of the following:

- i. Make an Observation of a place of Geographical interest of your locality and prepare a report on it.
- ii. Conduct a quiz competition on Geographical questions in class.
- iii. Prepare a list of 10 books/Journals in Geography with all bibliographic details for purchasing in the library/prepare a Text Book Material for a Particular Topic.
- iv. Draw different types of maps of World, India and locality.
- v. Prepare a sample of different types of test items on different objectives/Select a concept in Geography prepare a diagnostic test.
- vi. Prepare a sample Content analysis/ Prepare instructional objectives/Learning

Activity/Learning Experience of a Topic from standard 6th to 10th.

SUGGESTED READINGS:

- Arora, K.I (1976). The Teaching of Geography, Jalandhar: Prakash Brothers.
- David B. (1985). New Directions in Geography Education, London: Fehur Press
- David, H. (1976). Geography and Geography Teacher, London: Unwin Education Books
- Graves, N.G. (1982). New Source book for Geography Teaching, Longman: UNESCO
- Huckle, J. (1983). Geographical Education Reflection and Action, London: Oxford, University Press
- Mohd, Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO.
- Morrey, D.C. (1972). Basic Geography, London: Hien manns Education Book Ltd.
- Neelam D. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Human Publishing House
- Verma, J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir
- Verma, O.P. (1984). Geography Teaching , New Delhi: Sterling Publication Ltd.
- Walford R. (1981). Signposts for Geography Teaching, London: Longman

Course-6 & 7 (817)

Group-II: Pedagogy of Social-Sciences

(vi) PEDAGOGY OF ART

Course Code: 817

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 817.1** Understand meaning the nature of Art and its relationship with other school subjects.
- 817.2** Understand aims, objectives & bloom's taxonomy of instructional objectives.
- 817.3** Analyse the content pedagogically
- 817.4** Develop the lesson plan and skills.
- 817.5** Analyse the elements, principles and curriculum of Art.
- 817.6** Acquaint with the various teaching learning resources and methods.
- 817.7** Select appropriate methods of teaching to teach Art.
- 817.8** Equip themselves with practices of evaluation.

COURSE CONTENT

Unit-I

NATURE & SCOPE OF TEACHING ART

- Meaning, Nature and Scope of teaching Art.
- Aims and Objectives of Teaching Art
- Importance of Art in Education
- Correlation of Art with other school subjects.
- Bloom's Taxonomy of Instructional objectives in Education

Unit-II

PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- **Content**
 - Composition
 - Poster
 - Design
 - Collage
 - Still Life
 - Landscape
- **Pedagogical Analysis: Following points should be followed for pedagogical analysis**
 - a) Identification of concept
 - b) Listing behavioral outcomes
 - c) Listing activities & experiments
 - d) Listing evaluation techniques
- **Teaching Skills**
 - Skill of Art Appreciation
 - Skill of Observation
 - Skill of Imagination
 - Skill of Visual Communication
 - Skill of handling the colours, brushes
 - Skill of Art development in Child at different stages.
- Concept, Need and Importance of Lesson Planning.

Unit-III

TEACHING LEARNING RESOURCES AND PROCESSES

- Elements and Principles of Art.
- Meaning, Principles and steps of curriculum construction in Art.
- Preparation of Teaching aids.
- Application of ICT in teaching Art
- Recreational activities in Art
- Professional qualities of a good teacher in Art
- Organizing Art Exhibition and decorating the classroom.

Unit-IV

APPROACHES AND EVALUATION IN TEACHING

- **Methods of teaching art**
 - Lecture-cum-demonstration Method
 - Excursion Method
 - Project Method
 - Observation Method
- **Evaluation**

- Meaning, Importance of evaluation
- Types of Evaluation
- Evaluation techniques
- Preparation of Blue print and construction of Achievement Test.

Practicum/Sessionals

Any one of the following:

1. Composition : Human figures, Birds, animals
2. Poster : Writing and Designing
3. Still Life : Drawing & Painting
4. Design : Alpna/ Rangoli
5. Collage
6. Landscape

Suggested Readings

Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. NewDelhi: NBT.
Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT,.
Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya,

Course-6 & 7 (818)

Group-II: Pedagogy of Social-Sciences

(vi) PEDAGOGY OF MUSIC

Course Code : 818

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After completion of the course the student teacher will be able to:

- 818.1** Understand the history, importance and co -relation of Music with other school subjects.
- 818.2** Comprehend the knowledge of swaras and sruti and Bloom's taxonomy of instructional objectives.
- 818.3** Prepare pedagogical analysis of the content and develop lesson plan for classroom teaching.
- 818.4** Acquire competence in skills for the teaching of Music.
- 818.5** Develop teaching aids to teach Music.
- 818.6** Familiarize the qualities of Music and Music teacher.
- 818.7** Understand the different methods of teaching Music.
- 818.8** Acquiring competency in preparing tools of evaluation.

COURSE CONTENT

Unit-I

1. NATURE & SCOPE OF MUSIC

- A brief history of Indian Music.
- Need and importance of Music in secondary schools.
- Aims & Objectives of teaching Music in schools

- Co-relation of Music with other school subjects.
- Knowledge of Swaras and Sruti
- Blooms taxonomy of Instructional objectives

Unit-II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- **Content**
 - Swar
 - Saptak
 - Sruti
 - Rhythm
 - Taal
- **Pedagogical Analysis: Following points should be followed for pedagogical analysis:**
 - a) Identification of concept
 - b) Listing behavioral outcomes
 - c) Listing activities & experiments
 - d) Listing evaluation techniques
- **Teaching Skills**
 - Skill of Introducing the lesson
 - Skill of explaining
 - Skill of stimulus Variation
 - Skill of Questioning
- **Need & Importance of Lesson Plan in Music.**

Unit-III

3. TEACHING LEARNING RESOURCES AND PROCESSES

- Information about voice culture and Carny's
- Possibilities of Notation for Indian Music.
- Motion and Rhythm in Music
- Importance of various Teaching Aids in Music.
- Qualities of Music Teachers: Gayak, Vadaykar and Vadykar.
- Importance of classical Music and suggestions for the popularization of classical Music.

Unit-IV

4. APPROACHES AND EVALUATION IN TEACHING

- **Methods of teaching Music**
 - Play way method
 - Heuristic method
 - Lecture-cum-Demonstration
 - Geet Method
 - Project Method
- **Evaluation**
 - Meaning, importance and types of evaluation in Music
 - Types of Evaluation techniques in Music
 - Preparation of Blue print and construction of Achievement test.

Practicum/Sessionals

Any Two of the following :

- Every Candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Ragas: Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
- Every candidate should be able to sing or play a slow Khal (Vilambit Bara Khyal) or Masti Khyal Gat in Asawari and Malkauns Rag.
-
- The following Tals are required to be practiced in. Tha's and Dvigun Laya on Table: Teen Tal, Dadra, Juptal, Dharva, Ektal
-
- Tuning of the instrument for the instrument player and tuning of the Janpura for vocal music students.
- Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

SUGGESTED READINGS

Awasthis. *Teaching of Music(Hindi)*, Extension Services, Jalandhar: Govt. Training College
Bhatnagar, S Teaching of Music
Goswami, O. Indian Music
Khande B. Short Historical Survey
Khanna, J.: Teaching of Music
Masan, P.L. Teaching of Music, (Hindi).
Patwardhan, rag Vigvan
Ranaday. Indian Music (Its Physical and Aesthetics)\
Sambamoorthy, P. Teaching of Music

Course-6 & 7 (819)

Group-III: Pedagogy of Languages

(i) PEDAGOGY OF ENGLISH

Course Code : 819

Max. Marks :100

(Theory: 80,Internal: 20)

Time: 3 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes

After transaction of the course, student teachers will be able to:

- 819.1** Familiarize with the concept, nature and scope of English language.
- 819.2** Comprehend aims and objectives.
- 819.3** Conduct pedagogical analysis of the content in English language and develop linguistic skills among their pupils.
- 819.4** Provide familiarization with Micro teaching skills for teaching/learning English.
- 819.5** Make effective use of instructional resources in pedagogy of English.
- 819.6** Become acquainted with different teaching learning resources of English.
- 819.7** Develop insight into different methods and approaches in teaching English.
- 819.8** Equip themselves in preparing tools of evaluation in English learning.

Course Content

Unit-1

1. Nature, Scope and Concept of Language

- Importance of teaching English at National and International Scenario.
- Social history of English language Teaching in India

- Aims and objectives of teaching English
- Taxonomy and behavioral objectives in English.

Unit-II

2. Development of Linguistic Skills, Pedagogical analysis and lesson planning

- Strategies for developing language skills : Listening and Speaking.
- Developing Reading Skills & reading comprehension: Intensive and Extensive Reading, silent and loud reading.
- Developing Writing Skills: Characteristics and Techniques for improvement.
- Meaning and importance of pedagogical analysis.
- Points followed for pedagogical analysis : (i) Identification of concept (ii) Listing behavioral outcomes (iii) Listing activities and experiments (iv) Listing evaluation techniques.
- Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.
- Skill of teaching English : Skill of introducing, Illustration with examples, Reinforcement, Questioning & Stimulus Variation.

Unit-III

3. Teaching Learning Resources & Processes

- Qualities of a good teacher of English.
- Text books : Characteristic of a good text book.
- Teaching grammar – Deductive and Inductive Approach.
- Co-curricular activities in English classroom : Language games, quiz, debates, group discussions.
- Importance of Instructional material and their effective use : 1. Charts, 2. Pictures, 3. Chalk board 4. Models, 5. Real Objects, 6. Use of ICT including internet.

UNIV-IV

4. Development of Professional Efficiency & Evaluation Techniques

- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.
- Difference between measurement and evaluation
- Meaning and significance of Comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective- type, essay - type and short answer type).

Praticum/Sessional

Any one of the following:

- i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- ii. Preparation of Instructional Material:
 - a. Preparing PPT's
 - b. Preparation of Charts and Models
- iii. Prepare a Remedial programme for a child having English Spelling errors.
- iv. Collect Indian folktales and folklores and translate in English.
- v. Organise a workshop on improving communication skills of students in a rural school.

Suggested Readings

- Bansal, R.K. and Harrison, J.B. (1972) : *Spoken English for Indian*, Madras: Orient Longman Ltd.
- Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd.
- Brumfit, C.J. (1984): *Communicative Methodology in Language Teaching* . Cambridge: C.U.P.
- Chadha, S.C. (2004). *Arts and Science of Teaching English* (2nded.). Meerut : SuryaPublication .
- Freeman D.L. (2000). *Techniques and Principles in Language Teaching* ,Oxford: CUP.
- Gimson A.C. (1980). *An Introduction to the Pronunciation of English* London: Edward Arnold.
- Hornby, A.S. (1968): *A Guide to Patterns and Usage in English*, Oxford: OUP
- Kochar, Shasi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi.
- Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delh: NavPublications.
- NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.
- Paliwal, A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication
- Rai, Geeta (2009). *Teaching of English*, Meerut : VinayRakheja
- Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu : Educational Publishers.
- Sharma, Praveen (2008). *Teaching of English Language*, Delhi : Shipra Publications.
- Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut : R.Lall Book Depot.
- Wilkins, D.A. (1983), *Linguistics in English Teaching*, London : Edward Arnold ELBS Edition.

Course-6 & 7

Group-III: Pedagogy of Languages

(XIV) हिन्दी शिक्षण (820)

अधिकतम अंक:-100

समय: 3 घण्टे

(Theory: 80, Internal- 20)

पेपर निर्माता के लिए निर्देश

पेपर निर्माता पूरे पाठ्यक्रम में से नौ प्रश्नों का निर्माण करेगा जिसमें से विद्यार्थी को पांच प्रश्न करने होंगे।

पहला प्रश्न अनिवार्य होगा और यह सोलह अंकों का होगा। यह चार-चार अंकों का चार छोटे-छोटे प्रश्नों से मिलकर बनेगा यह पूरे पाठ्यक्रम से होगा।

दो दीर्घ उत्तरात्मक प्रश्न चारों इकाईयों में से होंगे जिसमें से विद्यार्थी को प्रत्येक इकाई में से एक प्रश्न करना होगा। दीर्घ उत्तरात्मक प्रश्न सोलह अंकों के होंगे।

सभी प्रश्न समान अंकों के होंगे

व्यवहारात्मक उद्देश्य:

- 820.1 मातृभाषा हिन्दी की प्रकृति महत्वपूर्ण क्षेत्र के विषय में व्याख्या कर सकेंगे।
- 820.2 संविधान में हिन्दी भाषा की स्थिति में ब्लूम द्वारा निर्धारित उद्देश्यों की व्याख्या कर सकेंगे।
- 820.3 भाषा के आधारभूत कौशल का अभ्यास कर सकेंगे।
- 820.4 पाठ्यचर्या के उपविषयों का शिक्षा-शास्त्रीय विश्लेषण के रूप में व्याख्या कर सकेंगे।
- 820.5 हिन्दी पाठ योजना का निर्माण कर सकेंगे व उच्चारण एवं अक्षर विन्यास संबंधी त्रुटियों का निवारण कर सकेंगे।
- 820.6 पाठ्यक्रम निर्माण पाठ्यपुस्तक की विशेषताओं को परिभाषित कर सकेंगे।
- 820.7 हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- 820.8 मूल्यांकन प्रक्रिया के विभिन्न घटकों का प्रतिपादन कर सकेंगे।

इकाई-1

(1) हिन्दी भाषा की भूमिका

- मातृ भाषा हिन्दी का सम्प्रत्यय, प्रकृति एवं क्षेत्र
- संविधान में हिन्दी भाषा की स्थिति एवं वैश्वीकरण के सन्दर्भ में हिन्दी भाषा का महत्व।
- ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग।

इकाई-2

(2) भाषाई कौशल एवं शिक्षा शास्त्रीय विश्लेषण:

(क) भाषाई कौशल का सामान्य ज्ञान:

1. श्रवण कौशल
3. भाषण कौशल

2. पठन कौशल 4. लेखन कौशल
इन कौशलों को विकसित करने में सहायक अध्ययन संसाधनों का प्रयोग।
(ख) विद्यालय पाठ्यचर्या पर आधारित शिक्षा शास्त्रीय विश्लेषण:
- गद्य और पद्य के किसी दो उपविषयों का शिक्षा शास्त्रीय विश्लेषण (6 से 10 तक के पाठ्यचर्या से)
 - शिक्षा शास्त्रीय विश्लेषण
 - –सम्प्रत्यय की पहचान, उद्देश्य रेखांकन, प्रयोगात्मक क्रियाओं को सूचीबद्ध करना, मूल्यांकन तकनीक निर्धारण
 - शिक्षण कौशल: प्रस्तावना कौशल, उद्दीपन परिवर्तन कौशल, दृष्टान्त कौशल, व्याख्या कौशल, प्रश्न कौशल

इकाई-3

- पाठ योजना का अर्थ, महत्व, रूपरेखा एवं निर्माण (कम्प्यूटरीकृत एवं सूचना तकनीकी के सहयोग से)
- पाठ्यक्रम निर्माण एवं समीक्षा
- पाठ्य पुस्तक की विशेषताएं एवं माध्यमिक स्तर की हिन्दी पाठ्य पुस्तक की समीक्षा।
- हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास:- उच्चारण और अक्षर-विन्यास सम्बन्धित त्रुटियों के निवारण एवं संशोधन में भाषायी प्रयोगशाला का महत्व।

इकाई-4

- हिन्दी भाषा शिक्षण की विधियाँ एवं अभ्यास कार्य।
–गद्य शिक्षण (विभिन्न विधाओं के रूप में)
–पद्य शिक्षण
–व्याकरण शिक्षण
–रचना शिक्षण (कहानी, पत्र एवं निबन्ध के रूप में)
- शिक्षार्थी उन्नयन मूल्यांकन (आधुनिक मूल्यांकन तकनीक आधारित)
- प्रश्नपत्र का निर्माण (उद्देश्यवार, प्रश्नवार, प्रकरणवार अंक विभाजन एवं ब्लू प्रिंट का निर्माण तथा प्रश्नपत्र का विश्लेषण।)

प्रयोगात्मक क्रियाएँ:

निम्नलिखित में से किसी एक पर परियोजना कार्य तैयार करे।

- हिन्दी के साहित्यकारों में से किसी एक साहित्यकार की किसी एक विधा का आलोचनात्मक अध्ययन।
- हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं: शब्द अन्ताक्षरी, दोहा अन्ताक्षरी, प्रहेलिका का आयोजन।
- हिन्दी शिक्षक के लिए वाँछित योग्यताएँ एवं व्यवसायिक दक्षता और सम्भावित कार्यक्षेत्र का ज्ञान।

संदर्भ ग्रन्थ सूची:

- उमा, मंगल. (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
- कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटना: जिज्ञासा प्रकाशन, झेलम अपार्टमेंट
- कुमार, योगेश. (2004). आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंग कॉरपोरेशन
- पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगरा: विनोद पुस्तक मन्दिर
- पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स चॉदपोल बाजार,
- भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी. (2001). 'हिन्दी भाषा विकास और स्वरूप', नई दिल्ली : ग्रंथ अकादमी,

B.Ed-2 Year (Gen.) Revised Scheme & Syllabus / 2025-26/K.U.K

- व्यास भगवतीलाल एवं वेद प्रकाश. (2004). हिन्दी शिक्षण के नये आयाम: आगरा : राधा प्रकाशन मन्दिर
- सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर

Course-6 & 7 (821)

Group-III: Pedagogy of Languages

(iii) PEDAGOGY OF PUNJABI

Course Code : 821

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 821.1 Understand the nature of Punjabi and its relationship with other languages (Hindi, English, Sanskrit).
- 821.2 Comprehend the Bloom Taxonomy of objectives and write the Instructional objectives in behavioral terms.
- 821.3 Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching/ instructional purposes.
- 821.4 Acquire competencies in language skills.
- 821.5 Analyses the Curriculum and Textbook of Punjabi.
- 821.6 Make effective utilization of Teaching Learning resources.
- 821.7 Describe different methods of teaching of Punjabi.
- 821.8 Explain the concept of evaluation and use of techniques of evaluation.

Course content

Unit -1

1. NATURE & SCOPE OF TEACHING OF PUNJABI

- Language & its development
 - Meaning
 - importance
 - Nature

- Formulation of Instructional objectives in teaching of Punjabi
 - Meaning of Instructional objectives
 - Taxonomy of Instructional objectives
 - writing objectives in behavioral terms
 - Correlation
 - Inter correlation of Punjabi language with other languages(Hindi,English,Sanskrit)
 - Intra correlation of Punjabi language(Prose,Poetry,Grammar,Composition)

Unit- 2 PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- **Pedagogical Analysis-** Following points should be followed for pedagogical analysis on topics
 - a) Identification of concept
 - b) Listing behavioural outcomes
 - c) Listing activities and experiments.
 - d) Listing evaluation techniques
- **Content**
 - Any two topics from Prose, Poetry and Grammar
- Teaching skills
 - Skill of Questioning
 - Skill of Explaining
 - Skill of Illustrating with examples
- Skill of chalk board writing
 - Concept, Need & Importance of Unit Planning & Lesson Planning

Unit-3

3. TEACHING LEARNING RESOURCES AND PROCESS

- Instructional Material
 - Concept
 - components
 - Importance / use
- Development of Language skills
 - Listening
 - speaking
 - Reading
 - Writing
- Use of Language laboratory and latest techniques
- Curriculum of Punjabi Language
- Text Books of Punjabi Language

Unit-IV

4. APPROACHES AND EVALUATION ON TEACHING

- Methodology :
 - Modern methods of teaching language with specific references to
 - (i) Project method
 - (ii) Play way method
 - (iii) Discussion method
 - (iv) Observation method
- Remedial Teaching
 - Meaning and significance of remedial teaching
 - Common errors in Punjabi language and their removal
- Evaluation
 - Concept of test measurement and evaluation
 - Place of Evaluation in the process of teaching learning

Practicum/Sessionals

Select anyone of the following:

- i. Preparation of a Diagnostic /Achievement Test.
- ii. Organize a quiz competition in Punjabi and analyze the responses of students.
- iii. ICT Based presentation on any topic of your choice.
- iv. Seminar presentation on any topic given in the syllabus.

Suggested Readings

- Singh, G.B.(1981). *Gurumukhi Lipi Da Janam Te Vikas*, Chandigarh: Punjab University Publication Bureau
- Singh, G.(1971). *Gurumukhi Lipi Bare*, Ludhinana : Lahore Book Shop
- Singh, H.(1966), *Punjabi Bare*, Patiala: Punjabi University
- Sekhon, S.S. & Singh, P.P.(1961). *Punjabi Boli Da Itihaas*, Punjabi Bhasha Vibhag

Course-6 & 7

Group-III: Pedagogy of Languages

(XVI) संस्कृत शिक्षण (822)

समय: 3 घण्टे

कुल अंक: 100

बाह्य अंक: 80

आन्तरिक अंक : 20

प्रश्न पत्र निर्माता हेतु निर्देश—

सम्पूर्ण पाठ्यक्रम से नौ प्रश्न दिए जाएंगे। जो सभी सोलह अंकों के होंगे। प्रथम प्रश्न अनिवार्य होगा जो चार-चार अंकों के चार लघु प्रश्नों के रूप में सम्पूर्ण पाठ्यक्रम से लिया जाएगा।

उद्देश्य:

- 822.1 माध्यमिक स्तर पर विद्यार्थी संस्कृत-शिक्षण उद्देश्यों व संस्कृत का अन्य भाषाओं के साथ अंतर्संबंध के बारे में परिचित हो सकेंगे।
- 822.2. संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार करना और उसे प्रभावशाली ढंग से कौशल का प्रयोग कर सकेंगे।
- 822.3 . भाषा के आधारभूत कौशल का अभ्यास कर सकेंगे।
- 822.4. पाठ्यचर्या के उपविषयों का शिक्षा शास्त्रीय विश्लेषण व पाठ योजना तैयार कर सकेंगे।
- 822.5. संस्कृत भाषा की पाठ्यसहगामी क्रियाओं (श्लोकोच्चारण, भाषण, अभिनयीकरण) तथा संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का प्रयोग कर सकेंगे।
- 822.6. पाठ्यक्रम निर्माण पाठ्यपुस्तक की विशेषताओं को परिभाषित कर सकेंगे।
- 822.7. संस्कृत शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- 822.8. मूल्यांकन प्रक्रिया के विभिन्न घटकों का प्रतिपादन कर सकेंगे।

इकाई-1

- संस्कृत भाषा एवं साहित्य का महत्व व इसका अन्य विषयों से अन्तर्संबंध।
- संस्कृत भाषा का अन्य भाषाओं से संबंध।
- आधुनिक पाठ्यक्रम में संस्कृत का स्थान।
- त्रिभाषा सूत्र एवं अन्य शासकीय प्रतिवेदनों का संस्कृत शिक्षण पर प्रभाव।
- संस्कृत भाषा का विश्व भाषाओं के साथ सहसम्बन्ध तथा अध्ययन की प्रासंगिकता।
- संस्कृत शिक्षण के लक्ष्य, उद्देश्य और इनका विभाजन।
- ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग।

इकाई-2

- चारों मूल भाषाई कौशलों का संस्कृत के संदर्भ में ज्ञान एवं अभ्यास
- संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय
- पाठशाला (सूत्र) विधि
- भण्डारकर (व्याकरण अनुवाद) विधि
- पाठ्यपुस्तक विधि
- प्रत्यक्ष एवं मौखिक विधि
- सूक्ष्म एवं विस्तृत पाठ योजना
- गद्य एवं पद्य के किसी दो उपविषयों का शिक्षा शास्त्रीय विश्लेषण (कक्षा 6 से 10 तक के पाठ्यचर्या से)
- शिक्षण कौशल: प्रस्तावना कौशल, उद्दीपन परिवर्तन कौशल, दृष्टान्त कौशल, व्याख्या कौशल, प्रश्न कौशल

इकाई-3

- संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास
- संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण
- संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार
- संस्कृत लेखन में अक्षर विन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार
- संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा,

इकाई-4

- संस्कृत भाषा की विभिन्न विधाओं का शिक्षण
- संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत शिक्षण में अभ्यास कार्य नियोजन तथा संशोधन प्रक्रिया
- संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण

प्रायोगिक कार्य:-

- छात्राध्यापक संस्कृत मूल्यांकन हेतु माध्यमिक स्तर के पाठ्यक्रम में से वस्तुनिष्ठ लघूत्तरात्मक तथा निबन्धात्मक प्रश्नपत्रों का निर्माण संस्कृत माध्यम में करेंगे।
- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करेंगे।
- एक पाठ्य पुस्तक के प्रत्येक पाठ से दस-दस शब्दों का पद परिचय पावर प्वाइंट के प्रयोग द्वारा तैयार करेंगे।
- कक्षा के सम व विषम अनुक्रमांक वाले छात्र क्रमशः गीता के प्रथम और अन्तिम अध्याय का शास्त्रीय विश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दों में करेंगे।

सन्दर्भ ग्रंथ सूची:

आप्टे, डी.जी. एवम डोगरे (1980). *टीचिंग ऑफ संस्कृत इन सैकेण्डरी स्कूल*,
बडौदा: आचार्य बुक डिपो।

काले, एम.आर. *हायर संस्कृत ग्रामर*

गवर्नमैन्ट ऑफ इण्डिया: *रिपोर्ट ऑफ संस्कृत कमीशन*।

पाण्डे, आर.एस. (2000). *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर

पाण्डेय, रामशक्ल *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर।

मित्तल, सन्तोष *संस्कृत शिक्षण*, मेरठ: आर लाल बुक डिपो

मिश्र, प्रभाशंकर संस्कृत-शिक्षण ।

बोकिल एवम् पारसनिक ए न्यू एपरोच टू संस्कृत, पूना: लोक संग्रह प्रैस ।

सफाया, रघुनाथ संस्कृत-शिक्षण, चण्डीगढ: हरियाणा साहित्य अकादमी

सिंह, एस.डी. एवम् शर्मा (1999). संस्कृत शिक्षण, आगरा: राधा प्रकाशन मंडी ।

शास्त्री एवम् शास्त्री संस्कृत शिक्षण, जयपुर: राजस्थान प्रकाशन ।

हुफरेकर द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत

Course-6 & 7 (823)

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Course Code : 823

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 823.1 Understand the meaning, nature & scope of mathematics and its relationship with other school subjects.
- 823.2 Comprehend the bloom taxonomy and write instructional objectives in behavioral terms.
- 823.3 Get acquainted with the procedures of skills, pedagogical analysis and lesson plan.
- 823.4 Prepare lesson plans by applying knowledge of planning.
- 823.5 Acquire skills of analyzing curriculum and text books in mathematics.
- 823.6 Enable students to organize Co-curricular activities and develop teaching learning material through the mathematics club.
- 823.7 Select appropriate methods of teaching to teach mathematics
- 823.8 Acquire competency in preparing tools for evaluation.

COURSE CONTENT

Unit-I

1. NATURE & SCOPE OF TEACHING OF MATHEMATICS

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam

- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- Meaning and importance of Pedagogical Analysis
- **Points followed for Pedagogical Analysis:**a) Identification of conceptb)listing behavioral outcome c) listing activity & experimentsd) listing evaluation techniques
- **Contents for Pedagogical Analysis:**
 - Arithmetic (Fractions, Ratio and Proportion,)
 - Algebra (Polynomials, Linear equations, Quadratic equations)
 - Geometry (Congruent and Similar triangles),
 - Trigonometry (t-ratios, Heights and Distances)
 - Mensuration (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning:Need and importance, steps involved in lesson planning, features of a good lesson plan.

Unit-III

1. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Importance and Principles of designing a good curriculum of Mathematics
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook inMathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics
- Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club
- Recreational activities of Mathematics Club
 - Quiz
 - Games
 - Puzzles
 - Mathematics exhibition

Unit-IV

2. APPROACHES AND EVALUATION IN TEACHING OF MATHEMATICS

- **Methods of teaching Mathematics**
 - Lecture cum demonstration method
 - Analytic-Synthetic
 - Laboratory
 - Inductive-Deductive
 - Problem Solving

- Project Method
- **Techniques of teaching Mathematics**
 - Oral work
 - Written work
 - Drill work,
 - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

Praticum/Sessional

Any one of the following

- i. Critical study of mathematics text book of secondary school.
- ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
- iii. Prepare an achievement test of mathematics
- iv. Prepare a diagnostic tests of mathematics
- v. Prepare slides using MS Power point on any one topic of mathematics

Suggested Readings:

- Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.
- Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.
- Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon
- ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.
- Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.
- ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.
- James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.
- Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.
- Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.

Course 8

KNOWLEDGE AND CURRICULUM

Course Code- 824

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 824.1 Understand the concept, sources, types and terms such as : Information, reasoning belief, truth and analysis.
- 824.2 Analyze the thoughts of Great Educational thinkers.
- 824.3 Understand the Basic Concept of Society.
- 824.4 Describe the role of Economic, Cultural and Historical dimension of Education.
- 824.5 Understand the concept and dimension and curriculum at different levels.
- 824.6 Describe the determinants and basic consideration of curriculum development.
- 824.7 Examine the concerns and issues related to curriculum.
- 824.8 Critically analyses the concept, need and process of National Curriculum Framework.

Course Contents

Unit-I

1. Knowledge Basis of Education

- Concept, sources, types& Facets of Knowledge
- Distinction between information & knowledge, belief & truth and reasoning & analysis.

- Education and knowledge as visualized by different thinkers : Gandhi, Tagore, J. Krishnamurty Friedrich Frobel.

Unit-II

2. Social Basis of Education

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy.
- The role of culture, economy and historical forces in shaping the aims of education.
- Individual opportunity, social justice and dignity in context of democratic education.
- A study of Secularism, Nationalism and Universalism and their interrelationship with education.

Unit-III

3. Curriculum Development

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.
- Basic considerations in Curriculum Development.

Unit-IV

4. Curriculum Practices

- Teachers' experiences and concerns: Laboratory work, Library, Field Survey, Group Discussion.
- Nature of learner and learning process and subject matter.
- Knowledge and ideology in relation to curriculum and text books.

National curriculum framework: Concept need and process of development.

Practicum/ Sessionals

Any two of the following:

- i. Socio-economic educational survey of near by village/ urban settings.
- ii. Role of education in empowerment of weaker sections of society.
- iii. To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinants of curriculum development.
- iv. Filed survey on impact of present system of education on:
 - a) Socialization of child
 - b) Modernization with reference to industrialization and individual autonomy.
- v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.
- vi. Blue Print of practice models of Gandhi ji /Tagore for rural reconstruction.

Suggested Readings

Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.

Chomsky, N (1986). *Knowledge of Language*, New York : Prager.

Cole Luella (1950). *A History of Education: Socrates to Montessori*, NewYork: Holt, Rinehart & Winston.

- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press,
- Dewey, J.(1997.)My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
- Dewey, J (1997) *Experience and Education*, Touchstone, New York
- Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
- Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
- Kumar K. (1996). *Learning From Conflict*, New Delhi: Orient Longman.
- Lakshmi, T.K.S. & Yadav M.S.(1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
- Margaret, K.T.(1999.) *The open Classroom*, Orient Longman: New Delhi: Hirst. Paul, Knowledge and curriculum.
- Peters, R.S.(1967) *The Concept of Education*, UK: Routledge.
- Power, E, J., M (1962). *Currents in the History of Education*, New York. : McGraw Hill Book Co. Inc.
- Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, NewDelhi: Sage Publication.

Course -9 (825)
ASSESSMENT FOR LEARNING
Course Code-825

Time: 3 Hours

Max. Marks :100
(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 825.1** Understand the nature of assessment and evaluation purposes and objectives of assessment.
- 825.2** Understand the importance of current evaluation practices.
- 825.3** Get acquainted with Bloom's taxonomy objectives and table of specifications.
- 825.4** Understand achievement tests, diagnostic test and kinds of task and their importance in assessment.
- 825.5** Understand assessment process tools and construction of process oriented tools.
- 825.6** Acquire the knowledge of group dynamics and portfolio assessment.
- 825.7** Understand analysis, manage and implement assessment data.
- 825.8** Understand the role of feedback to stakeholders and reporting students performance.

Course Contents

Unit I

1. INTRODUCTION TO ASSESSMENT & EVALUATION

- Concept of Assessment & Evaluation and their inter relationships.
- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
 - a) Formative and summative evaluation
 - b) Prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test
 - d) Quantitative and Qualitative

Unit II

2. ASSESSMENT OF LEARNING

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement test- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation
- Kinds of task: projects, assignments, performances

Unit III

3. ASSESSMENT PROCESS & TOOLS

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV

4. CONSTRUCTION INTERPRETATION AND REPORTING OF STUDENT'S PERFORMANCE

- Interpreting student's performance :
 - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - b) Graphical representation (Histogram, Frequency Curves)
 - c) NPC – percentile.
 - d) Grading – Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.

Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Practicum/ Sessionals

Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.

- iii. Analysis of question papers (teacher made)
- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student's portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.
- viii. Activities and Assessment criteria for Work education and Experiential learning, Community service.

Suggested Readings

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning (4th Ed.)*. Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards (2nd Ed.)* Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Linn, Robert and Norman E Gronland (2000); *Measurement and Assessment in teaching*, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Natrajan V.and Kulshreshta SP(1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(1985). *Curriculum and Evaluation*, New Delhi:NCERT
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Norris N.(1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Rao, Manjula (1998): *Training material on continuous and comprehensive evaluation (monograph)* Mysore: Regional Institute of Education (NCERT).
- Rao, Manjula (2004): *Evaluation in schools – a training package (monograph)*, Mysore: Regional Institute of Education (NCERT).
- Singh H.S.(1974) *Modern Educational Testing*. New Delhi: Sterling Publication.
- Ved Prakash, et.al. (2000): *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

Course 10 (826)

CREATING AN INCLUSIVE SCHOOL

Course Code-826

Max. Marks :50

(Theory: 40, Internal: 10)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able:

- 826.1** To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- 826.2** To analyze the policy and programme initiatives in the area of inclusion and barrier to learning.
- 826.3** To adopt appropriate teaching learning strategies and guidance and counselling strategies for inclusive practices.
- 826.4** To know and maintain the individualized education plan.

Course Contents

Unit I

1. Inclusive education:

- Meaning, nature, need and philosophy of inclusive education.
 - a) Models of inclusion,
 - b) Barriers to learning and participation.
 - c) Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:
 - a) National Policy of Persons with Disabilities Act 2006,
 - b) Sarva Shiksha Abhiyan in terms of Inclusive Education.
- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to-LoCo motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

Unit-II

2. Inclusive practices in classrooms

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counselling in inclusive education.
- Teaching learning strategies in inclusive education: co- operative learning, peer tutoring, social learning, multisensory learning.
- Individual Educational Programme (IEP) and use of emerging technologies.

Practicum/ Sessionals

Any one of the following:

- i. Preparation of status report on school education of children with diverse needs.
- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multi level teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- viii. Study of forms of inequities in the society, education, health, civic participation, social justice and gender.
- ix. Case study of a Child with Disability in a village

Suggested Readings

Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK:Routledge

Dettmer, p., Dyck,N.and Thurston, L.P.(1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn &Bacon

Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc

Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.

Jorgensea, C.M.ed(1998). R restructuring High Schools for all Students: Taking inclusion to the next level, Baltimore: Paul H. brookes.

Hallahan, D & Kauffman, J.M. (1991). *Exceptional Children: Introduction to special Education*, Englewood, NJ: Prentice Hall.

COURSE 11 (Option-i) (827)

ENVIRONMENT EDUCATION

Course Code-827

Max. Marks :50

(Theory: 40, Internal: 10)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

827.1 Understand the concept, need, scope and objectives of Environment Education.

827.2 Sensitize the Global Environmental problems and explain the different policies & Environmental legislation in India.

827.3 Explain the teaching learning strategies and Evaluation techniques in Environment education.

827.4 Familiarize with Curriculum development, Environmental disasters and Role of Media in Environment education.

Course Content

Unit-I

1. Concept of Environmental Education:

- Meaning, need and scope of environmental education.
- Evolution and development of environmental education.
- Stock Holm conference, Tbilisi conference and Earth Summit.
- Objectives of environmental education.

2. Environmental problems and policies:

- Acid rain, Ozone depletion, effect of urbanization, industrialization and deforestation.
- Global warming and Kyoto Conference.
- Pollution and its types.
- Policies related with environmental problems.
- Sustainable development
- Environmental legislation in India.

- Concept of healthy environment
- Eco club: Meaning, Characteristics & Importance.

Unit-II

3. Curriculum development and environmental education:

- Teaching learning strategies and evaluation techniques in environmental education.
- Planning of environmental education in school, colleges and Universities.
- Role of Media in environmental education.
- Curriculum development in Environment education.

4. Managing environmental disasters:

- Meaning, types, causes and effects of different disasters.
- Managing environmental disaster at community and individual level
- Rescue from disaster: Principles governing rescue, rescue process
- Relief for disaster: preparatory phase of relief, planning immediate relief, execution of relief.

Practicum/Sessionals

Any one of the following:

- i. Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- ii. Project report on local environmental problem.
- iii. Conducting discussion (class level) on disaster management and prepare a report on it.
- iv. Participating and promoting Vanamahotsav with school community participation a feast for creating awareness of trees and planting of saplings.
- v. On field learning: Raising a nursery/ Kitchen garden.
- vi. Organise activities of an eco club in a rural school

Suggested Readings:

Ali Khan, S. & Sterling, (1998). *Sustainable development education: Teacher education specification*, London, Education for sustainable development Panel.

Allaby, M. (1996). *Basics of Environmental Science*. New York: Routledge.

Aptekar, Lewis (1914). *Environmental Disasters in Global perspective*. New York :G.K.Hall; Toronto: Maxwell macmillan.

Burton , Ian , Robert W.Kares and Gilbert F.white.(1993). *The environmental as Hazard*. New York: the Guildford press.

Dani, H.M.(1996). *Environmental Education* .Chandigarh: Punjab University Publication Bureau.

Huckle, J. & Sterling, S. (eds) (1996). *Education for sustainability*, London: Earthscan.

Kaur, T.N. (1999), *Environmental Concerns & Strategies*, New Delhi: Ashish Publication House.

Laeq Futehally (1994) *Our Environment*. India: National Book Trust

Lambert, P.R. (2000). *Education for sustainable development : a new role for subject association, education in science* ,208.pp.8-9

Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt.

Ltd.

Pelling, Mark (ed.)(2003).*Natural Disasters & development in a globalizing world* . London: New York; Routledge.

Trivedi, P.R.(2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H.Co.

Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication.

Warburton D.(ed.)(1998). *Community & Sustainable Development*, London, Earthscan.

Yogendra N.Srivastava (2012). *Environmental Pollution* . New Delhi: PPH Publishing Corporation.

Course-11 (option-ii) (828)
PEACE EDUCATION
Course Code-828

Max. Marks :50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 828.1** Understand the concept, need of peace education as a universal value.
- 828.2** Explain aim and objectives and role of social agencies in promoting peace education.
- 828.3** Understanding the philosophical thoughts and challenges to peace education.
- 828.4** Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.

Course Contents

Unit -1

1. Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education.
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit-2

2. Peace In The Indian Context

- Role of Religion in propagation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization , Debate and etc.
- Democracy and Peace, Secularism and Peace, Culture and Peace.

Practicum/Sessionals

Any one of the following:

- i. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- ii. Organize an activity in schools to promote Peace.
- iii. Write a report on Gandhi and Peace.
- iv. Write about the contribution of any two Noble prize winners for Peace.
- v. Prepare an album of Indian Philosophers and write their thoughts on peace.

References

Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*.

Paris UNESCO.

Taj.H. (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd

Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd

Bhargava.M. & Taj.H (2006). *Glimpses of Higher Education*. Agra-2: Rakhi Prakashan,

<http://www.un.org/cyberschoolbus/peace/content.html>.

Course-11(option-iii) (829)
HEALTH, PHYSICAL AND YOGA EDUCATION
Course Code-829

Time: 1.30 Hours

Max. Marks :50
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 829.1** Explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- 829.2** Explain the importance of Diet, food and nutrition.
- 829.3** Acquaint themselves with ways and means to deal with different types of diseases, pollution and Global Warming.
- 829.4** The importance of physical fitness and causes of postural deformities.

Course Contents

Unit-I

- 1. HEALTH ,YOGA AND PHYSICAL EDUCATION:**
 - Concept of Health and factors affecting Health
 - Concept and types of Yoga.
 - Physical Education and its objectives.
 - Role of School and society in developing a healthy individual through the programmes of Health, Yoga and Physical Education.
- 2. FOOD AND NUTRITION:**
 - Diet, Food, nutrition
 - Balanced diet, its functions and components.
 - Types of food according to Yogis and Yogic Diet
 - Malnutrition –causes and prevention

Unit-II

3. SAFETY AND SECURITY

- Communicable diseases- modes, Prevention and control.
- First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
- Health Hazards
- Pollution: Types, causes and prevention
- Water conservation, management and recycling
- Global warming
- Personal and Environmental Hygiene

4. POSTURE AND PHYSICAL FITNESS:

- Postural deformities and their Management through Yogic and other exercises
- Physical Fitness –Elements, importance.

Practicum/Sessionals

Any one of the following:

1. A) Prepare a Medical report of a school student.
B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.
3. Prepare a report on health awareness programme in school community.
4. Survey report on health status of students in a rural school
5. celebration of Yoga day/Yoga week.
6. Awareness programme to promote hygiene,sanitation in a nearby village.

References:

Anderson, C.R. *Your guide to health*.

Bucher, C.A. (1964) *Foundations of Physical Education, New York: Mosby and company*.

Catharine Ross Benjamin Caralleso, Robert, J. Cousino (2009). *Modern Nutrition in health and diseases*.

Holmes, A.C. *Health in developing countries*.

Kang Gurpreet singh & Deol NishanSingh.(2013). *An Introduction to Health and Physical Education,21st century publications,India*.

Piper, B. (1999). *Diet and Nutrition: A guide for students and practitioners*.

COURSE 11 (Option-iv) (830)

GUIDANCE AND COUNSELLING

Course Code-830

Max. Marks :50

(Theory: 40,Internal: 10)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- 830.1** Explain the concept and different types of guidance..
- 830.2** Explain the concept of Counselling and its types.
- 830.3** Understand the testing and non-testing devices for the study of an Individual.
- 830.4** Familiarize with the different types of guidance services organized in the School.

Course Content

UNIT-I

1. INTRODUCTION TO GUIDANCE

- Meaning, Nature and Scope
- Principles of Guidance
- Types of Guidance : Educational, Vocational and Personal Guidance (Meaning, Need and Importance, Objectives)

2. COUNSELING

- Concept of Counselling, Need & Importance of Counselling
- Types of Counselling : Directive, Non-Directive and Eclectic
- Meaning and Characteristics
- Process of Counselling

UNIT-II

3. STUDYING AN INDIVIDUAL

- Need and importance of Studying an individual
- Testing and Non-testing devices for the study of an individual
- Testing : Interest Inventories and aptitude tests
- Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale

4. GUIDANCE SERVICES AND THEIR ORGANIZATION IN THE SCHOOLS:

- Types of Guidance services
- Role of School personnel in organizing guidance services
- Role of Teacher as a counselor.

Practicum/Sessionals

Any one of the following

- i. Make a study of a guidance centre. Prepare a report.
- ii. Prepare a cumulative record card of a student studying at secondary level.
- iii. Prepare a report on the guidance services organized by school personnel.
- iv. Learning and participating in the world of work : Study of local occupations, technologies & skills and work force.
- v. Prepare a report on the guidance & counselling needs of Students with Disabilities in a rural school.

Suggested Readings:

Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana : Kalyani Publishers.

Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.

Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa VidyalayaPrakashan.

Robinson (2005). *Principles and Procedures in Students counseling*, New York : Harper & Row.

Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R Lall Book Depot.

Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.

Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

Course 12 A EPC-1 (831)

Reading and Reflecting on Text.

Max. Marks :50

(External: 25, Internal: 25)

Time: 3 Hours

Learning Outcomes

Course Outcomes(COs)

After the transaction of the course, student-teacher will be able to:

- 831.1** Able to explain different types of text.
- 831.2** Read and respond to a variety of texts in different ways: personal, creative & critical
- 831.3** Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- 831.4** Comprehend and think reflectively on spoken or written texts.

COURSE CONTENT

Unit 1

1. Text and Reading

Types of Texts:

General: Literary or non-literary; Narrative, expository, technical & persuasive.

Education: Descriptive, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.

2. Text and Reflection

- Text structure, language, genre, context, socio-cultural diversity.
- Reflection in Reading: Pre-reading, Post-reading.
- Previews the text and make predictions, makes connections to personal experience or other texts, asks clarifying questions, identify difficult sentences or passages, restates in own words, reacts to the text by using language laboratory.

Unit 2

3. Communicative Reader-Interactive reading(Individual and groups)

Concept and relevance of communicative reader.

4. Expressive Reflections

- a) Concept of reflective writing
- b) Critical appreciation of the text: Note taking, critically reviewing the text.

Suggested Activities:

- i. Ways of reading: pre-reading and post reading
- ii. Read a book, a journal Article, or a chapter and write personal responses and summarize.
- iii. Prepare presentations on literary TEXT – Autobiography / ethnographic text.
- iv. Beyond the textbook: reading comprehension and question –answers.
- v. Preparing a Vocabulary Book (50 words), with Meanings and Usage.
- vi. Writing a book review and critically analyze the Content and Language of the text.
- vii. Make a list of reading books of diverse texts and classify them under headings.
- viii. Conduct interactive group reading session (small groups).
- ix. Narrating/describing a related account from one’s life experience (in front of a smaller group).
- x. Discussion of characters and situations –sharing interpretations and points of view (in a smaller group).
- xi. Read a book and identify the text structure, language, genre, context, socio-cultural diversity.
- xii. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making).
- xiii. Explain the gist of the text/topic to others (in the larger subject group)
- xiv. Discussion of the theme, sharing responses and points of view (small group discussion).
- xv. Conduct debates/discussions, role-playing, dialogues on educational policies and documents on them by using language laboratory.
- xvi. Study and reflect on Biography of Gandhi ji..
- xvii. Studying and reporting health concerns/ drainage system of school/ village.
- xviii. Writing expenditure account for an activity/function and house hold family budget plan.

Course 12 B EPC-2 (832)
Drama and Art in Education

Max. Marks :50
(External: 25,Internal: 25)

Time: 3 Hours

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 832.1** Develop imagination and sense of appreciation and aesthetic of art.
- 832.2** Have basic knowledge about colour schemes and prepare effective teaching aids.
- 832.3** Use drama processes to examine their skills.
- 832.4** Generate new knowledge, understanding and perceptions regarding household skills.

Course Content

Drawing and Painting

- Representational Drawing and painting from nature – plants, foliage, flowers, birds and animals etc. (medium – pencil, pen & ink, crayon, water-colour- any two medium)
- Perspective Drawing.
- Still-life study (medium – pencil, pen & ink, crayon, water colour, oil-colour, acrylic colour – any two medium).
- Composition Painting – (Crayon, Water-colour, Oil-colour – any two medium).
- Arrangement printing with leaf, finger, cork, stamps, cardboard, jute and bandage texture– any two medium.
- Monotype surface-printing, Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.

Creative Art /Drama

- Creative pictorial or geometrical design – Water colour / Pastel colour.
- Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
- Poster-Design (Monochrome / multi-colour).
- Simple lettering for communication, calligraphy.
- developing narratives in visuals, composition of an imagined situation
- telling a story through comic strips, creating a collage using images, bits cut-out from old magazines, news paper etc.
- Collecting and arranging rare photographs, photo print on various theme.

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- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching: One Act Play, Skit, Mono Acting, Voice Play, Storey Board etc. should be implemented as one of the effective teaching aid.
- The prospective teacher will prepare minimum TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.
- Reflective report on curriculum of Art, Craft, Drama, Music and Theatre in schools.
- Tailoring, Stitching, Knitting and folk arts- Preparing samples.

Course 12 A EPC 3 (833)

Critical Understanding of ICT

Max. Marks :50

(External: 25,Internal: 25)

Time: 3 Hours

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 833.1 Interact with ICT and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.
- 833.2 Acquire knowledge of computers, its accessories and software.
- 833.3 Demonstrate the use of MS Windows and develop skill in using MS-Word, Power points and Spread sheets.
- 833.4 Acquire skill in accessing World Wide Web and Internet and global accessing of information and Organizing science and technology based activities for the community.

COURSE CONTENTS

1. ORIENTATION TO ICT

- **ICT:** Meaning, Importance and Tools of ICT
- **Computer Fundamentals:** Basic anatomy, types and applications, Input-Output devices, Storage devices.
- **MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, Making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.
- **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.
- **MS Power point:** Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- **Multimedia:** Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw.

2. DIGITAL SHARING AND EXCHANGE OF INFORMATION

- **Internet:** the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail,

handle attachments, Chatting, social networks, participate in discussion forum and blogging.

3. ICT TOOLS AND ITS INTEGRATION IN EDUCATION

- Over-head Projector
- LCD Projector
- T.V.
- Camera
- Visualizer
- Interactive Boards
- CD/DVD Player

Hands On Training:

- i. Administrative use – Letter correspondence and E-Mail
- ii. Construction of a Portfolio and Question paper of teaching subjects
- iii. Creating learning materials – handouts
- iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- vi. Students progress record – Tabulation and graphical representation of results of an academic test.
- vii. Multimedia presentation on a topic relevant to the Optional Subjects
- viii. Prepare transparencies on a topic relevant to the Optional Subjects.
- ix. Organizing science and technology based activities/services for the community and/or the locality.

A softcopy of above activities should be presented at the time of external examination.

Suggested Readings

1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
2. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.
3. Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
4. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
5. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
6. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
7. Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
8. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.
9. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.

Course 12 B EPC-4 (834)
Understanding the self

Max. Marks :50

Time: 3 Hours

(External: 25,Internal: 25)

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- 834.1** discover and knowing oneself and its significance.
- 834.2** reflect upon the effects of gender biasness, stereotyping and prejudice.
- 834.3** To evolve as a progressive, flexible and a reflective practitioner as a teacher.
- 834.4** equip student teachers with skills for empathetic listening and self expression.

Course Content

General Orientation

- Concept of self and self identity
- Exploring oneself: Self identity; Potential of self; fear; aspiration
- Factors affecting self identity: Social, Cultural, Gender, Religion & Language.
- Role of teacher as a facilitator in self exploration of pupil teacher.

Suggested Activities:-

- (i) Self expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch & Cartoon making)
- (ii) Critically evaluate oneself as a 'Prospective teacher' (Self Appraisal Report)
- (iii) Write a self reflective accounts of significant experiences concerning gender, stereotypes and prejudices.
- (iv) Role play and Paired activity for empathetic listening.
- (v) Critically reflects on one's teaching-learning practices.
- (vi) Yoga sessions
- (vii) Conducting workshop on following issues:
 - a) Self Awareness
 - b) Self Identity
 - c) Sharing life turning incidents
 - d) Meditation workshop
 - e) Gender biasness
 - f) Stereotyping and prejudice
 - g) Marginalization
 - h) Role of media in dealing with above issues.
- (viii) Case study of Happiness, Pleasure and Non-violence in school/ classrooms.

Suggested Readings:

- Brooksfield, S.d.(1995). Becoming a critically reflective teacher. San Francisco. CA:John Wiley & Sons.
- Duval. T.S., & Silvia, P.J(2001). Self awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.
- Phillips, A.g., & Silvia. P .J. (2002). Self- awareness, self evaluation and creativity.

COURSE-13 A (837A-853A)

**School Internship Programme (SIP) & Engagement with the Field (EWF)
Pedagogy-I
Pedagogy-II**

Credits: 02+02=4
Max. Marks: 50+50
Internal Assessment: 50+50

Time: 1.30hrs

Course Outcomes (COs) (837A-853 A)

- 837A.1-853A.1** To undertake the field activities pertaining to the theories and practicals subjects.
- 837A.2-853A.2** To develop an understanding about various components of school administration
- 837A.3-853A.3** To get acquainted with the procedures of pedagogical analysis, teaching skills and lesson planning.
- 837A.4-853A.4** To learn and practice new skills and techniques for effective outputs in job market for teachers.
- 837A.5-853A.5** To acquaint the students with specific problems of school management and get exposed to Professional etiquettes to make a lasting impression.
- 837A.6-853A.6** To write a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers.
- 837A.7-853A.7** To reflect upon the roles and responsibilities of different school staff and Critical Study of the infrastructural facilities.
- 837A.8-853A.8** To bring about personality development with regard to the different behavioral dimensions.

‘Student-Teachers’ Tasks:

A) Engagement with the Field (EWF)

This includes sustain engagement with Self, Child, Community and School at different levels through establishing close connection between curricular areas. This would include task and assignments running through all curricular areas i.e. Perspectives in education, Curriculum & Pedagogical studies and EPC. Evaluation of these tasks and Assignments will be considered with respective Course I to XII (part of Internal Assessment).

B) School Internship Programme (SIP)

During SIP a ‘student-teacher’ shall observe & undertake various activities aimed at understanding the ‘Internship School’ and the ‘Community’ around.

Observation of school functioning in terms of:

- i) Teaching- Learning process and related tasks & Classroom teaching undertaken by school-teacher.
- ii) Developing teacher sensibilities and skills under the mentorship of school Head/ school teacher/ faculty.
- iii) Understanding need & process of CCE (Comprehensive & Continuous Evaluation), Maintenance of various records, Development of learning material.
- iv) Documentation of the above activities in the form of a brief comprehensive report.

Pedagogical Skill Development :

1. Teaching Skills (2 Lessons each Skill):

- Introducing the lesson,
- Illustrating with examples
- Questioning
- Stimulus Variation
- Reinforcement

2. Pedagogical Analysis

- Content Analysis
- Instructional Objectives in Behavioural terms
- Methods & Techniques
- Evaluation Devices

3. Mega-Lesson Plans (5)

4. List of activities for SIP (1 week) : Observe following activities in the school and prepare a report on any four of it.

- i) Continuous and comprehensive Evaluation
- ii) Time Table
- iii) Mid-Day Meal
- iv) Any type of Club Such as Eco Club/NCC/NSS etc.
- v) Different types of Fund register
- vi) Daily diary records of teachers
- vii) Any other

COURSE-13B (837B-853B)

School Internship Programme (SIP) & Engagement with the Field (EWF)
Pedagogy-I
Pedagogy-II

Credits: 08+08=16
Max. Marks: 200+200
External Assessment: 160+160
Internal Assessment: 40+40

Time: 3hrs.

Course Outcomes (COs) (837 B-853 B)

- 837B.1-853B.1** To undertake the field activities pertaining to the theories and practicals subjects.
- 837B.2-853B.2** To develop an understanding about various components of school administration
- 837B.3-853B.3** To get acquainted with the procedures of pedagogical analysis, teaching skills and lesson planning.
- 837B.4-853B.4** To learn and practice new skills and techniques for effective outputs in job market for teachers.
- 837B.5-853B.5** To acquaint the students with specific problems of school management and get exposed to Professional etiquettes to make a lasting impression.
- 837B.6-853B.6** To write a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers.
- 837.7B-853B.7** To reflect upon the roles and responsibilities of different school staff and Critical Study of the infrastructural facilities.
- 837B.8-853B.8** To bring about personality development with regard to the different behavioral dimensions.

‘Student-Teachers’ Tasks:

A) Engagement with the Field (EWF)

This includes sustain engagement with Self, Child, Community and School at different levels through establishing close connection between curricular areas. This would include task and assignments running through all curricular areas i.e. Perspectives in education, Curriculum & Pedagogical studies and EPC. Evaluation of these tasks and Assignments will be considered with respective Course I to XII (part of Internal Assessment).

B) School Internship Programme (SIP)

During SIP a ‘student-teacher’ shall observe & undertake various activities aimed at understanding the ‘Internship School’ and the ‘Community’ around.

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1. Observe and record 10 lessons of regular classroom teaching of **teachers** for each pedagogic subject This write up will be preceded by general information of PT and with particular focus on
 - i. *Teaching method*
 - ii. *Use of teaching aids*
 - iii. *Pupil teacher interaction in the class*
 - iv. *Class room management*
 - v. *Homework (checking and feedback)*
2. Critically analyse syllabus and textbook of respective pedagogic subject for one class.
This write up will be preceded by general information of PT with particular focus on
 - i. Physical Aspect
 - ii. Nature of Content
 - iii. Organisation of Content
 - iv. Presentation of Content
 - v. Style
 - vi. Illustration
 - vii. Exercise & Project
 - viii. Bibliography
3. Observe and record 10 lessons of regular classroom teaching of **Peers** for each pedagogic subject. This write up will be preceded by general information of PT with particular focus on:
 - i. *Teaching method*
 - ii. *Use of teaching aids*
 - iii. *Pupil teacher interaction in the class*
 - iv. *Class room management*
 - v. *Homework (checking and feedback)*
4. Prepare a brief report of the internship school.
 - i. *General Information of PT*
 - ii. *Physical infrastructure*
 - iii. *Pupil Teacher Ratio (PTR)*
 - iv. *Curriculum Transactions*
 - v. *Pupil Teacher Interaction(curricular as well as co-curricular)*
5. Plan and write five lesson each of both the pedagogic subjects as follows:
 - i. *General information*
 - ii. *Instructional Aids*
 - iii. *Writing Objectives in Behavioral terms*
 - iv. *Assumed Previous Knowledge*
 - v. *Previous Knowledge Testing Questions*
 - vi. *Announcement of the topic*
 - vii. *Presentation*
 - viii. *Recapitulation*
 - ix. *Home-Assignment*
6. Teach 2-4 period per day in respective pedagogic subject
7. Teach classes as and when directed by the mentor teacher /head of the lab school.
8. Prepare and use teaching aids like model/chart/ flash card etc for making the teaching effective and interesting. At least 2 teaching aids in each subject shall be evaluated for the purpose of internal assessment.
9. Prepare a question paper of full syllabus of any one chart for any one subject along with its blue print:
10. Preparation of a diagnostic tests and organisation of remedial teaching
11. Undertake action research project on at least one problem area of schooling.

12. Identify, plan and execute any one activity closely related to the local environment.
13. Maintain a reflective diary to record day to day happenings and reflections thereon.

While selecting the units of the syllabus, the student-teachers shall follow the annual instructional plan drawn by the host school.

INSTITUTE OF TEACHER TRAINING & RESEARCH

KURUKSHETRA UNIVERSITY, KURUKSHETRA

B.Ed. Two Year (Gen) 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 correlation between the contents of course and the particular Program outcome/Program specific outcome
2	Medium corelation between the contents of course and the particular Program outcome/Program specific outcome
3	High corelation between the contents of course and the particular Program outcome/Program specific outcome

B: Mapping matrices:

CO-PO Mapping matrices

Table 2. CO-PO Matrix for the Course-I Code :801

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
801.1	3	1	0	0	0	0	0	0	0
801.2	3	1	1	0	0	0	0	0	0
801.3	3	2	2	2	2	2	2	3	1
801.4	3	3	2	2	1	2	2	2	0
801.5	3	1	3	2	2	2	2	1	2
801.6	3	2	3	2	2	2	2	1	2
801.7	3	2	2	2	0	2	2	2	2
801.8	3	1	2	2	0	1	1	2	2
Average	3	1.63	1.88	1.5	0.88	1.38	1.38	1.38	1.13

Table 2. CO-PO Matrix for the Course-II Code :802

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
802.1	3	3	2	2	1	3	3	2	2
802.2	3	2	1	1	3	2	3	3	2
802.3	3	3	2	1	1	2	2	2	1
802.4	3	3	2	2	3	2	3	3	2
802.5	3	3	2	1	1	2	2	2	1
802.6	3	2	3	2	3	3	3	2	2
802.7	3	3	2	2	3	2	3	3	3
802.8	2	2	2	3	3	3	2	2	1
Average	2.88	2.63	2	1.75	2.25	2.38	2.63	2.38	1.75

Table 2. CO-PO Matrix for the Course-III Code :803

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
803.1	3	3	3	3	3	3	3	2	2
803.2	3	1	3	3	3	3	3	2	3
803.3	3	3	3	3	3	3	3	1	1
803.4	3	3	3	3	3	3	3	1	1
803.5	3	3	3	3	3	3	2	1	3
803.6	3	3	3	3	3	3	2	2	1
803.7	3	2	3	3	3	3	2	1	2
803.8	3	1	3	3	3	3	3	1	1
Average	3	2.38	3	3	3	3	2.63	1.38	1.75

Table 2. CO-PO Matrix for the Course-IV-A Code :804

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
804.1	3	3	3	2	3	3	2	2	3
804.2	2	3	3	2	3	3	2	1	3
804.3	3	2	3	1	3	3	2	2	3
804.4	3	2	3	3	3	2	2	2	3
Average	2.75	2.5	3	2	3	2.75	2	1.75	3

Table 2. CO-PO Matrix for the Course-IV-B Code :805

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
805.1	2	3	1	1	1	3	2	1	1
805.2	1	3	2	1	2	2	2	2	1
805.3	2	1	2	2	1	1	1	2	1

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805.4	1	2	1	3	2	1	1	3	1
Average	1.5	2.25	1.5	1.75	1.5	1.75	1.5	2	1

Table 2. CO-PO Matrix for the Course-V Code :806

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
806.1	3	2	1	1	3	2	2	2	1
806.2	3	3	2	2	3	3	2	2	1
806.3	3	2	1	1	3	2	2	2	1
806.4	3	3	2	2	3	3	2	2	2
Average	3	2.5	1.5	1.5	3	2.5	2	2	1.25

Table 2. CO-PO Matrix for the Course-VI & VII Code :807-823

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
807.1-823.1	3	2	2	2	3	2	2	2	1
807.2-823.2	3	2	3	3	3	2	3	1	3
807.3-823.3	3	2	3	3	3	1	1	1	2
807.4-823.4	3	2	3	3	3	1	3	1	3
807.5-823.5	3	2	2	2	3	2	2	2	3
807.6-823.6	3	3	3	3	3	1	2	1	3
807.7-823.7	3	2	3	2	3	1	1	1	2
807.8-823.8	3	2	3	3	3	2	3	1	2
Average	3	2.13	2.75	2.62	3	1.5	2.13	1.25	2.38

Table 2. CO-PO Matrix for the Course-VIII Code :824

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
824.1	3	3	1	3	2	2	3	2	1
824.2	3	3	1	1	3	2	2	2	1
824.3	3	3	2	2	3	2	3	2	2
824.4	3	2	2	2	3	2	3	3	2
824.5	3	2	3	3	3	2	2	2	1
824.6	3	3	2	2	3	2	2	3	3
824.7	3	2	3	3	3	2	2	2	1
824.8	2	2	3	3	2	2	3	1	3
Average	2.88	2.5	2.13	2.38	2.75	2	2.5	2.13	1.75

Table 2. CO-PO Matrix for the Course-IX Code :825

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
825.1	3	3	2	2	1	2	1	0	0
825.2	3	3	2	2	2	2	1	1	1
825.3	3	3	2	2	1	0	2	0	0
825.4	3	3	2	2	1	3	0	1	1
825.5	3	3	2	2	1	1	1	1	1
825.6	3	3	2	2	2	2	2	2	2
825.7	3	3	2	2	1	2	0	1	1
825.8	3	3	2	2	2	2	2	2	2
Average	3	3	2	2	1.38	2	1.5	1.33	1.33

Table 2. CO-PO Matrix for the Course-X Code :826

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
826.1	2	1	1	2	2	2	2	2	2
826.2	2	2	1	1	2	1	1	2	1
826.3	1	2	2	2	3	3	3	2	2
826.4	1	2	2	3	3	3	3	1	1
Average	1.5	1.75	1.5	2	2.5	2.25	2.25	1.75	1.5

Table 2. CO-PO Matrix for the Course-XI (i) Code :827

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
827.1	3	2	2	2	3	1	1	2	1
827.2	3	3	2	2	3	1	3	2	1
827.3	3	2	3	2	3	2	2	2	3
827.4	3	2	3	2	3	2	3	2	2
Average	3	2.25	2.5	2	3	1.50	2.25	2	1.75

Table 2. CO-PO Matrix for the Course-XI (ii) Code :828

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
828.1	3	3	1	2	3	1	2	2	1
828.2	3	3	2	1	3	1	3	3	1
828.3	3	3	3	2	3	2	2	2	1
828.4	3	3	3	2	3	1	3	2	3
Average	3	3	2.25	1.75	3	1.25	2.50	2.25	1.50

Table 2. CO-PO Matrix for the Course-XI (iii) Code :829

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
829.1	3	2	3	1	3	3	2	2	2
829.2	3	2	3	1	3	2	3	1	1
829.3	3	3	3	2	3	2	2	1	1
829.4	3	3	2	1	3	1	2	1	1
Average	3	2.50	2.75	1.25	3	2	2.25	1.25	1.25

Table 2. CO-PO Matrix for the Course-XI (iv) Code :830

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
830.1	3	3	3	3	3	3	3	3	1
830.2	3	3	3	3	3	3	2	3	1
830.3	3	3	3	3	3	3	3	1	2
830.4	3	3	3	3	3	3	3	1	2
Average	3	3	3	3	3	3	2.75	2	1.50

Table 2. CO-PO Matrix for the Course 12(A)- Code :831

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
831.1	3	3	3	3	3	2	2	1	3
831.2	3	3	3	3	2	2	2	3	3
831.3	3	3	3	3	2	2	3	3	3
831.4	3	3	3	3	3	3	3	2	3
Average	3	3	3	3	2.5	2.25	2.5	2.25	3

Table 2. CO-PO Matrix for the Course 12(B)- Code :832

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
832.1	2	2	3	1	1	3	1	3	2
832.2	1	2	2	1	1	2	1	2	3
832.3	2	1	3	2	2	1	1	2	2
832.4	1	2	2	3	2	1	1	3	2
Average	1.5	1.75	2.50	1.75	1.5	1.75	1	2.5	2.25

Table 2. CO-PO Matrix for the Course 12(A)- Code :833

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
833.1	3	2	3	1	3	1	1	1	3
833.2	3	3	3	2	3	1	1	1	3
833.3	3	2	2	1	1	1	1	1	2
833.4	3	2	2	2	2	2	2	2	2
Average	3	2.25	2.50	1.50	2.25	1.25	1.25	1.25	2.5

Table 2. CO-PO Matrix for the Course 12(B)- Code :834

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
834.1	0	0	2	2	0	0	0	0	2
834.2	0	0	1	1	0	1	2	3	0
834.3	2	3	3	3	2	3	3	2	2
834.4	0	0	3	3	1	0	2	3	1
Average	0.5	0.75	2.25	2.25	0.75	1	1.75	2	1.25

Table 2. CO-PO Matrix for the Course 13 A& B Code :837(A&B)-853(A&B)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
837.1- 853.1	3	2	3	3	3	2	2	1	1
837.2- 853.2	3	2	2	1	2	3	3	2	3
837.3- 853.3	3	3	3	2	3	2	3	2	3
837.4-853.4	3	3	2	2	3	2	3	1	2
837.5-853.5	3	2	3	2	3	2	3	2	3
837.6-853.6	3	3	3	3	3	3	3	3	3
837.7-853.7	3	3	3	3	2	3	2	3	2
837.8-853.8	3	2	2	3	2	3	2	3	3
Average	3.00	2.50	2.63	2.38	2.63	2.50	2.63	2.13	2.50

CO-PSO MATRIX

Table 3. CO-PSO Matrix for the Course-1) Code :801

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
801.1	1	0	0	0	0	0	0	0	1	0
801.2	2	0	1	0	0	0	1	0	1	2
801.3	2	0	2	2	1	0	1	2	1	2
801.4	2	0	1	1	1	0	1	2	0	1
801.5	2	0	1	1	2	0	1	1	0	2
801.6	2	0	1	2	2	0	0	1	0	1
801.7	2	1	3	0	2	0	3	2	2	2
801.8	2	2	2	1	2	0	3	1	3	1
Average	1.87	0.37	1.37	0.87	1.25	0	1.25	1.12	1	1.37

Table 3. CO-PSO Matrix for the Course-2) Code :802

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
802.1	2	3	2	1	1	1	2	1	2	1
802.2	2	3	3	2	1	1	3	1	3	2
802.3	1	2	1	1	2	1	2	1	1	1
802.4	2	2	3	1	2	1	2	1	2	1
802.5	1	2	1	1	2	1	2	1	1	1
802.6	3	3	3	3	3	2	3	2	2	3
802.7	2	2	2	1	2	1	3	1	2	2
802.8	3	3	2	2	2	1	2	1	2	2
Average	2	2.5	2.12	1.5	1.87	1.12	2.37	1.12	1.87	1.62

Table 3. CO-PSO Matrix for the Course-3 Code :803

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
803.1	3	0	3	3	1	0	2	2	1	1
803.2	3	1	3	3	1	0	3	3	1	1
803.3	3	0	3	3	1	0	3	2	1	0
803.4	3	0	3	3	1	0	3	3	1	0
803.5	3	2	3	3	1	0	3	3	1	1
803.6	3	0	3	3	1	0	2	2	1	1
803.7	3	0	3	3	1	0	1	2	1	1
803.8	3	1	2	2	2	0	2	2	1	1
Average	3	0.5	2.87	2.87	1.12	0	2.37	2.37	1	0.75

Table 3. CO-PSO Matrix for the Course-4(A) Code :804

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
804.1	1	1	2	2	3	1	3	3	2	2
804.2	2	2	3	3	3	1	3	3	2	2
804.3	2	2	3	2	3	1	2	3	2	2
804.4	2	2	3	3	3	1	2	3	2	3
Average	1.75	1.75	2.75	2.5	3	1	2.5	3	2	2.25

Table 3. CO-PSO Matrix for the Course-4(B) Code :805

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
805.1	1	2	1	2	3	1	2	1	1	2
805.2	1	3	2	2	3	2	3	1	2	1
805.3	1	3	2	1	3	1	3	1	2	2
805.4	2	2	2	2	2	1	3	2	2	1
Average	1.25	2.5	1.75	1.75	2.75	1.25	2.75	1.25	1.75	1.5

Table 3. CO-PSO Matrix for the Course-5 Code :806

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
806.1	1	1	3	2	3	1	3	1	3	2
806.2	2	1	3	3	3	1	3	1	3	2
806.3	2	3	3	2	3	1	3	1	3	2
806.4	2	1	3	2	3	1	3	1	3	2
Average	1.75	1.5	3	2.25	3	1	3	1	3	2

Table 3. CO-PSO Matrix for the Course-6&7 Code :807 to 823

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
807.1-823.1	1	1	2	2	3	1	2	1	1	2
807.2-823.2	1	1	2	2	2	1	2	1	1	2
807.3-823.3	1	1	3	2	2	1	2	1	1	2
807.4-823.4	1	1	3	3	2	2	2	1	1	3
807.5-823.5	1	1	1	2	2	1	2	1	1	2
807.6-823.6	1	1	1	2	2	1	2	1	1	2
807.7-823.7	1	1	2	2	2	1	2	1	1	2
807.8-823.8	1	1	1	2	2	1	2	1	1	2
Average	1	1	1.87	2.12	2.12	1.12	2	1	1	2.12

Table 3. CO-PSO Matrix for the Course-8 Code :824

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
824.1	2	1	1	1	3	1	2	1	1	2
824.2	2	1	2	2	3	1	2	1	1	2
824.3	2	1	3	1	2	1	3	1	2	2
824.4	2	1	3	2	3	1	3	1	2	2
824.5	2	2	2	3	3	2	3	1	2	2
824.6	3	2	2	2	3	1	2	1	2	2
824.7	1	1	2	2	2	1	2	1	2	2
824.8	2	2	2	3	3	2	2	1	2	2
Average	2	1.37	2.12	2	2.75	1.25	2.37	1	1.75	2

Table 3. CO-PSO Matrix for the Course-9 Code :825

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
825.1	0	1	0	1	2	0	2	0	0	2
825.2	2	2	2	2	2	2	2	0	0	3
825.3	2	0	1	1	2	0	0	0	0	3
825.4	2	0	0	2	1	0	0	0	0	3
825.5	1	2	1	2	1	0	0	0	0	3
825.6	2	2	2	2	2	0	2	0	0	3
825.7	2	0	0	1	2	0	0	0	0	2
825.8	2	1	1	1	2	1	1	0	0	3
Average	1.62	1	0.87	1.5	1.75	0.37	0.87	0	0	2.75

Table 3. CO-PSO Matrix for the Course-10 Code :826

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
826.1	3	1	3	1	1	2	2	2	2	3
826.2	2	3	2	2	2	1	2	2	2	2
826.3	3	2	3	2	2	2	2	1	1	2
826.4	1	2	1	2	1	2	2	2	1	3
Average	2.25	2	2.25	1.75	1.5	1.75	2	1.75	1.5	2.5

Table 3. CO-PSO Matrix for the Course-11(i) EE Code :827

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
827.1	1	1	1	1	1	1	2	3	1	2
827.2	1	2	2	2	2	1	2	3	1	1
827.3	1	1	1	2	2	1	2	3	1	1
827.4	1	1	1	2	2	1	2	3	1	2
Average	1	1.25	1.25	1.75	1.75	1	2	3	1	1.5

Table 3. CO-PSO Matrix for the Course-11(ii) Code : 828

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
828.1	2	1	2	2	3	1	2	2	2	2
828.2	2	1	3	3	3	1	3	3	2	2
828.3	3	1	2	2	3	1	3	2	2	2
828.4	2	1	2	2	1	2	1	3	3	2
Average	2.25	1	2.25	2.25	2.5	1.25	2.25	2.5	2.25	2

Table 3. CO-PSO Matrix for the Course-11(iii) Code : 829

Cos	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
829.1	2	1	2	2	2	1	3	1	1	2
829.2	1	1	1	2	2	1	3	1	1	1
829.3	1	1	1	2	2	1	3	1	1	1
829.4	1	2	1	2	2	1	3	1	1	1
Average	1.25	1.25	1.25	2	2	1	3	1	1	1.25

Table 3. CO-PSO Matrix for the Course-11(iv) Code :830

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
830.1	3	3	3	3	1	0	3	2	3	1
830.1	3	2	3	2	1	0	3	1	2	1
830.1	3	2	3	3	1	0	3	1	1	1
830.1	3	2	3	2	1	0	3	1	2	1
Average	3	2.25	3	2.5	1	0	3	1.25	2	1

Table 3. CO-PSO Matrix for the Course-12 (A) Code : 831

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
831.1	1	1	1	3	3	1	2	1	1	2
831.2	1	1	1	3	2	1	2	1	1	2
831.3	1	1	1	3	2	1	1	1	1	2
831.4	1	1	2	3	3	1	2	1	1	3
Average	1	1	1.25	3	2.5	1	1.75	1	1	2.25

Table 3. CO-PSO Matrix for the Course-12 (B) Code : 832

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
832.1	1	1	1	3	2	1	2	3	1	2
832.2	1	1	2	3	3	1	1	2	2	3
832.3	1	1	2	2	2	1	2	3	2	2
832.4	2	1	2	3	2	1	1	2	2	3
Average	1.25	1	1.75	2.75	2.25	1	1.5	2.5	1.75	2.5

Table 3. CO-PSO Matrix for the Course-12 (A) Code : 833

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
833.1	1	1	1	2	2	3	2	1	1	1
833.2	1	1	1	2	2	3	2	1	1	2
833.3	1	1	1	1	2	3	2	1	1	2
833.4	1	1	1	1	2	3	2	1	1	2
Average	1	1	1	1.5	2	3	2	1	1	1.75

Table 3. CO-PSO Matrix for the Course-12 (B) Code : 834

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
834.1	3	0	0	3	0	0	0	0	1	0
834.2	3	2	2	0	0	0	2	0	3	0
834.3	3	1	0	2	3	2	2	2	2	3
834.4	3	0	0	3	0	0	0	0	0	3
Average	3	0.75	0.5	2	0.75	0.5	1	0.5	1.5	1.5

Table 3. CO-PSO Matrix for the Course-13 A& B Code : 837(A& B) to 853(A& B)

COs	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
837.1- 853.1	2	1	2	3	3	2	2	3	3	2
837.2- 853.2	2	1	2	1	3	2	3	2	2	2
837.3- 853.3	1	0	3	2	3	0	3	3	3	2
837.4-853.4	2	0	2	1	2	3	3	3	3	3
837.5-853.5	2	1	3	3	3	2	3	3	3	2
837.6-853.6	3	2	2	2	2	3	3	2	2	2
837.7-853.7	0	0	2	2	3	2	3	2	2	2
837.8-853.8	1	0	2	2	3	0	2	3	3	3
Average	1.63	0.63	2.25	2.00	2.75	1.75	2.75	2.63	2.63	2.25

Table 4: CO-PO – PSO MAPPING MATRIX for B.Ed. II Year (Gen)

Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
CO-801	3	1.63	1.88	1.5	0.88	1.38	1.38	1.38	1.13	1.87	0.37	1.37	0.87	1.25	0	1.25	1.12	1	1.37
CO-802	2.88	2.63	2	1.75	2.25	2.38	2.63	2.38	1.75	2	2.5	2.12	1.5	1.87	1.12	2.37	1.12	1.87	1.62
CO-803	3	2.38	3	3	3	3	2.63	1.38	1.75	3	0.5	2.87	2.87	1.12	0	2.37	2.37	1	0.75
CO-804	2.75	2.5	3	2	3	2.75	2	1.75	3	1.75	1.75	2.75	2.5	3	1	2.5	3	2	2.25
CO-805	1.5	2.25	1.5	1.75	1.5	1.75	1.5	2	1	1.25	2.5	1.75	1.75	2.75	1.25	2.75	1.25	1.75	1.5
CO-806	3	2.5	1.5	1.5	3	2.5	2	2	1.25	1.75	1.5	3	2.25	3	1	3	1	3	2
CO-(807-823)	3	2.13	2.75	2.62	3	1.5	2.13	1.25	2.38	1	1	1.87	2.12	2.12	1.12	2	1	1	2.12
CO-824	2.88	2.5	2.13	2.38	2.75	2	2.5	2.13	1.75	2	1.37	2.12	2	2.75	1.25	2.37	1	1.75	2
CO-825	3	3	2	2	1.38	2	1.5	1.33	1.33	1.62	1	0.87	1.5	1.75	0.37	0.87	0	0	2.75
CO-826	1.5	1.75	1.5	2	2.5	2.25	2.25	1.75	1.5	2.25	2	2.25	1.75	1.5	1.75	2	1.75	1.5	2.5
CO-827	3	2.25	2.5	2	3	1.50	2.25	2	1.75	1	1.25	1.25	1.75	1.75	1	2	3	1	1.5
CO-828	3	3	2.25	1.75	3	1.25	2.50	2.25	1.50	2.25	1	2.25	2.25	2.5	1.25	2.25	2.5	2.25	2
CO-829	3	3	3	3	3	3	2.75	2	1.50	1.25	1.25	1.25	2	2	1	3	1	1	1.25

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CO-830	3	3	3	3	3	3	2.75	2	1.50	3	2.25	3	2.5	1	0	3	1.25	2	1
CO-831	3	3	3	3	2.5	2.25	2.5	2.25	3	1	1	1.25	3	2.5	1	1.75	1	1	2.25
CO-832	1.5	1.75	2.50	1.75	1.5	1.75	1	2.5	2.25	1.25	1	1.75	2.75	2.25	1	1.5	2.5	1.75	2.5
CO-833	3	2.25	2.50	1.50	2.25	1.25	1.25	1.25	2.5	1	1	1	1.5	2	3	2	1	1	1.75
CO-834	0.5	0.75	2.25	2.25	0.75	1	1.75	2	1.25	3	0.75	0.5	2	0.75	0.5	1	0.5	1.5	1.5
CO-837(A&B)-853(A&B)	3.00	2.50	2.63	2.38	2.63	2.50	2.63	2.13	2.50	1.63	0.63	2.25	2.00	2.75	1.75	2.75	2.63	2.63	2.25

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 Session 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 Session 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
CO-801									
CO-802									
CO-803									
CO-804									
CO-805									
CO-806									
CO-(807-823)									
CO-824									
CO-825									
CO-826									
CO-827									
CO-828									
CO-829									
CO-830									
CO-831									
CO-832									
CO-833									
CO-834									
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 Course 801-PO1 Cell: PO1 attainment value = (Mapping factor of 801-PO1 from Table 4 x Overall CO attainment value for the course 801/3).

Same method can be used to obtain attainment values for the other POs.

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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		
<i>Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.</i>	3	2	1
<i>Develop an understanding of education as an agenda for the nation and its policies, visions and efforts in evolving a national system of education.</i>	3	2	1
<i>Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.</i>	3	2	1
<i>Develop understanding about teaching, pedagogy, school management and community involvement in general education and Inclusive settings.</i>	3	2	1
<i>Inculcate a sense of responsibility towards the society and respect for human life and dignity.</i>	3	2	1
<i>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.</i>	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 = 0.8 × average attainment value for PO1 using direct method (from table 7) + 0.2 × average 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.

25(1)

Annexure - to CP-1
Item - 25

KURUKSHETRA UNIVERSITY KURUKSHETRA

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

Department of Electronic Science

3076
13/11/2025

Sub: - Proposal for

- (1) Change of Department Name from "Department of Electronic Science" to "Department of Electronics & Information Technology"
- (2) Change the name of M.Sc (Electronic Science) program to M.Sc (Electronics)

The Department is currently offering academic programs in both Science and Engineering streams, such as M.Sc. (Electronic Science) and M.Tech. (Microelectronics and VLSI Design).

The Department is also in the process of launching new academic programs from the **academic session 2026-27**, covering diverse domains ranging from core Electronics Engineering areas *B.Tech Electronics Engineering (VLSI Design & Technology)* to Information Technology, such as *B.Sc. (Electronics & Information Technology)*.

In view of the expanding academic portfolio of Department, it is proposed to:

- Change the Department's name from "*Department of Electronic Science*" to "*Department of Electronics and Information Technology*", to more accurately reflect its multidisciplinary academic and research activities.
- Change the nomenclature of *M.Sc. (Electronic Science)* to *M.Sc. (Electronics)* for better alignment with the evolving curriculum and current academic & job market trends.

The departmental staff council discussed this agenda in its meeting held on 10 November 2025 and its resolution in this regard is attached at CP-1

The Bond of Electronics and Information Technology

Electronics and Information Technology are inherently interconnected and have evolved together, forming a strong foundation for global technological progress.

- **Mutual growth and dependence:** Electronics hardware has served as the driving engine for the development of Information Technology (IT), while the exponential growth and applications of IT have accelerated demand for advancements in semiconductor chips and electronic systems.
- **National-level alignment:** Recognizing this close interdependence, the Government of India merged the former *Department of Electronics (DoE)* and *Department of Information Technology (DIT)* to establish the **Ministry of Electronics and Information Technology (MeitY)**.
- **Institutional relevance:** MeitY now is supporting this department's academic and research initiatives under the **India Semiconductor Mission**, including funding, research fellowships, and access to advanced VLSI Design & other software tools. The Department has benefited directly from these initiatives, strengthening its capabilities in both Electronics and IT domains.

1. Justification for Department's Name Change

- The Department's M.Sc. (Electronic Science) program now focuses extensively on **core engineering aspects**, including *Embedded Systems, FPGA Design, Semiconductor Device Fabrication, and VLSI Design*.
- The Department has also initiated the process to start a **B.Tech. (Electronics Engineering)** program. Permission from the Hon'ble Vice-Chancellor has been obtained, and an application will be soon submitted to AICTE for necessary approval.

1.1 justification for Addition of "Information Technology" in the Department's Name

- The Department is proposing a *B.Sc. (Electronics and IT)* program in AEDP mode from the academic session 2026-27 as sufficient IT related infrastructure & expertise exist in the department.
- The Department is currently managing, through its UGBOS, *B.Sc. (IT)* program running in the affiliated colleges. The curriculum of **B.Sc IT** (in affiliated colleges) have been framed and periodically reviewed by the Department.
- The Department already have experience in managing IT related programs, which is evident from successfully managing the *M.Sc. (IT)* program from 2000 to 2006, demonstrating its capability and expertise in the IT domain.

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CP-2

25(2)

-2-



KURUKSHETRA UNIVERSITY KURUKSHETRA

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2. Justification for Degree Name Change: *M.Sc. (Electronic Science)* to *M.Sc. (Electronics)*

- **Alignment with Curriculum and Future Expansion:** The curriculum of *M.Sc.(Electronic Science)* as designed recently as per NEP-2020, already includes applied and engineering-relevant courses such as Microelectronics, VLSI Design and Embedded Systems. The proposed title harmonizes the program's name with its content and facilitates collaboration with engineering-oriented departments and industries.
- **Consistency with Other Academic Programs:** The Department is offering *M.Tech. (Microelectronics and VLSI Design)* and is in the process of introducing new programs in *Electronics Engineering* and *Electronics & IT*. Adopting the title *M.Sc. (Electronics)* will ensure consistency across academic programs and project a unified identity for the department.
- **Contemporary Relevance:** The word *Electronics* is widely recognized in academia, industry, and job markets. It aligns the program with global and national standards where similar programs are titled as *M.Sc. (Electronics)*, thereby improving the program's visibility and recognition.
- **Job Orientation and Employability:** Employers in sectors such as semiconductor manufacturing, embedded systems, automation, IoT, and electronics hardware development associate the term *Electronics* with hands-on technical and engineering competence. The revised name will make the program more attractive to students seeking career opportunities in industry, research, and technology-driven sectors.
- **Student Attraction and Academic Growth:** The term *Electronics* carries stronger appeal among prospective students who aspire to pursue technology-oriented careers or further studies in electronics and allied fields. The change will help enhance enrolment and better reflect the department's multidisciplinary approach combining science and technology.

Several universities nationwide have already renamed *M.Sc. (Electronic Science)* to *M.Sc. (Electronics)* to better reflect industry and academic trends.

3. Expected Benefits of the Proposed Changes

- The revised name will provide a **broader and more inclusive identity** to the Department, encompassing its activities across Electronics, Information Technology, and allied interdisciplinary areas.
- The new nomenclature will **enhance the Department's visibility and recognition** among prospective students and academic collaborators.
- It is expected to **increase student demand** for the Department's programs by providing a clearer and more attractive representation of its academic focus areas.

Considering the above facts, the following proposals are submitted for kind consideration and approval for following changes:

1. **Department Name Change:** From "*Department of Electronic Science*" to "*Department of Electronics and Information Technology*".
2. **Program Name Change:** From *M.Sc. (Electronic Science)* to *M.Sc. (Electronics)*

This proposal is hereby submitted to the Hon'ble Vice-Chancellor for kind consideration and approval, please.

VC OFFICE

Diary No. 7015/E...

Dated. 13/11/2021

17/11/21

Vice Chancellor

Pl examine

- DAA
- DM UET

Mukul Kumar
13/11/2021
CHAIRPERSON

14.11.21

Conad-2



KURUKSHETRA UNIVERSITY KURUKSHETRA

(Established by the State Legislature Act XII of 1956)

("A++" Grade, NAAC Accredited)

Date: 28/11/25

Time: 12 Noon

[Signature]
25/11/25

VC OFFICE
Diary No. 7643/F
Date: 09.12.25

It is submitted that meeting of the DAA, Director UIET & Chairperson Dept of Electronic Sc. was held on 8/12/25 in the office of the undersigned.

The members are of the opinion that (i) Name of the Dept may be changed to Dept. of Electronics.

(ii) M. Sc. (Electronic Sc.) Program may be renamed to M. Sc. (Electronics)

If the Vice-Chancellor approves 'x' above then the needful process may be initiated by the Chairperson of the Dept.

DAA/4141
17/11/25
15/12/25

[Signature]
(Chairperson) (Dir., UIET)

[Signature]
28/12/25
(DAA)

Hon'ble V.C.

Approved as above.

Further, be placed in A.C. also.

[Signature]
15/12/25

Chairperson

[Signature]

25(4) CP-4
ELECTRONIC SCIENCE DEPARTMENT
KURUKSHETRA UNIVERSITY KURUKSHETRA
PROCEEDINGS

No. ELS/25/ 307/

Dated : 10/11/2021

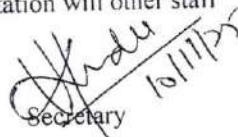
The minutes of the emergent meeting of Staff council held on 10.11.25 at 11:00 noon in the office of Chairperson, Electronic Science Department, KUK.

Members Present:

- | | |
|--------------------------|-----------|
| 1. Prof. Mukesh Kumar | Chairman |
| 2. Prof. Anurekha Sharma | |
| 3. Prof. Suresh Kumar | |
| 4. Prof. Virender Kundu | Secretary |

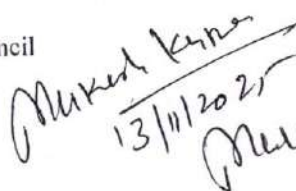
Minutes:

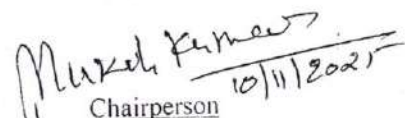
1. It was resolved to start a new undergraduate program titled "**B.Sc. Electronics & IT with minor in Artificial Intelligence**" in AEDP mode under the **Self-Financing Scheme (SFS)** from academic year 2026-27 with intake of 40. The program aims to equip students with professional skills and competencies aligned with the current and emerging requirements of the industry and job market.
2. (i) The Department has been offering academic programs in science (such as M.Sc. Electronic Science), engineering (such as M.Tech. Microelectronics and VLSI Design) IT (Such as M.Sc. IT, in past) and B.Sc Electronics & IT, as proposed in resolution no. 1 above. Department is also having UGBOS for B.Sc IT program, run by affiliated colleges. It has been felt that the present name, **Department of Electronic Science**, does not adequately reflect the broad scope of the Department's academic and research activities that encompass both scientific and engineering domains.
In view of this, it is proposed that the name of the Department be changed from "Department of Electronic Science" to "**Department of Electronics & IT**" to provide a more accurate and comprehensive representation to Science, Engineering & IT based academic programs being offered by Department.
(ii) it is also resolved to change the nomenclature of *M.Sc. (Electronic Science)* to *M.Sc. (Electronics)* for better alignment with the evolving curriculum and current academic trends.
3. The following supervisory staff was appointed
 1. Center Superintendent: - Prof. Mukesh Kumar
 2. Center Clerk- Mr. Kesar AnsariInvigilation duties will be assigned by Centre superintendent in consultation will other staff member.


Secretary
Staff Council

Copy of the above is forwarded to the following for information and necessary action.

- Dean, Academic Affairs
- Dean Faculty of Science
- All members of the Staff Council


13/11/2021
Chairperson


Chairperson
10/11/2021

26(1)

Annexure to
CP-I
Item 26

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

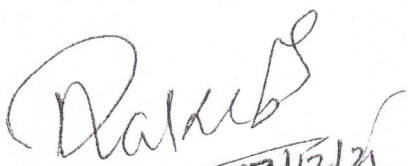
Minutes of meeting of the Committee constituted by the Hon'ble Vice-Chancellor held on 17.12.2025 at 12:00 noon in the office of Dean Academic Affairs to consider the draft MoU between Gyan Bharatam, Ministry of Culture, Government of India, New Delhi and Kurukshetra University, Kurukshetra.

Members Present:

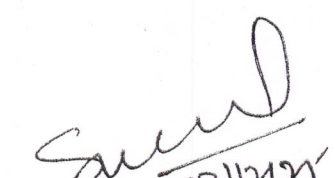
1. Dean Academic Affairs, K.U.K.(in the Chair)
2. Dean, Research & Development, K.U.K.
3. Chairperson, Dept. of Library & Inf. Science, K.U.K.
4. Librarian, JLN Library, K.U.K.
5. Prof. Lalit Kumar Guar, Project Coordinator, Manuscript Section, K.U.K.
(online mode)


The Committee discussed the proposed MoU which was submitted by the Project Coordinator, Manuscript Section, K.U.K. to be signed between Gyan Bharatam, Ministry of Culture, Government of India, New Delhi and Kurukshetra University, Kurukshetra. After detailed discussions, the committee made some modifications in the draft MoU between Gyan Bharatam, Ministry of Culture, Government of India, New Delhi and Kurukshetra University, Kurukshetra.


Therefore, the committee recommended that the modified draft MoU as at CP-2 to 11 may be considered by the University authorities.


17/12/25
Dean Academic Affairs,
K.U.K.

57-1-1
17/12/25
Dean,
Research & Development
K.U.K.








17/12/25
Chairperson,
Dept. of Library & Inf.
Science, K.U.K.


17/12/25
Librarian, JLN Library,
K.U.K.


Prof. Lalit Kumar Guar,
Project Coordinator,
Manuscript Section, K.U.K.

26(2)

CFR

Affidavit		Indian-Non Judicial Stamp Haryana Government		Date : 06/01/2026
Certificate No. L0F2026A106				Stamp Duty Paid : ₹ 101 (Rs. Only)
GRN No. 145200693				Penalty : ₹ 0 (Rs Zero Only)
Deponent				
Name : Registrar				
H.No/Floor : 0	Sector/Ward : 0		Landmark : Kuk	
City/Village : Thanesar	District : Kurukshetra		State : Haryana	
Phone : 83*****15				
Purpose : MOU to be submitted at Concern office				

The authenticity of this document can be verified by scanning this QrCode Through smart phone or on the website <https://egrashry.nic.in>

**Memorandum of Understanding between
Gyan Bharatam
Ministry of Culture, Government of India
&
Kurukshetra University, Kurukshetra**

This Memorandum of Understanding (MoU) is made and entered into on wed-day of 07/01/2026 (dd/mm/yyyy), by **Kurukshetra University, Kurukshetra** and between the Gyan Bharatam (GB), Ministry of Culture (MoC), Government of India, having its office at Jeevan Bharti (LIC), Building, 8th floor, Tower-1, Janapth, New Delhi -110001, hereinafter referred to as "GB" (which expression, unless repugnant to the context, shall include its successors, agents, and assignees), of the one part:

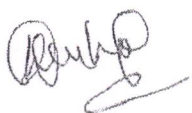
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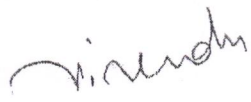
- ⇒ 1. Designated Cluster Centre:
2. Designated Independent Centre:

AND

**Manuscripts Resource & Conservation Centre, Jawaharlal Nehru Library,
Kurukshetra University, Kurukshetra**

Name and Place of the Institution/Organization), designated as a Cluster Centre or an Independent Centre of Manuscript under the Gyan Bharatam, Ministry of Culture, hereinafter referred to as the "Second Part"), as prescribed in the MoU with Gyan Bharatam, Ministry of Culture.







- In the case of a **Cluster Centre**, the institution shall be responsible for executing all manuscript-related activities of its own centre, as well as those of its designated Cluster Partner Centre(s), up to a maximum of twenty (20).
- In the case of the **Independent Centre**, the institution shall be responsible for executing all manuscript-related activities pertaining solely to its own collection.

Preamble

Gyan Bharatam (GB) is a flagship initiative of the Ministry of Culture (MoC), Government of India, aimed at the identification, documentation, conservation, digitization, preservation, and promotion of India's vast Manuscript Heritage. This provides a National platform to disseminate the cultural and intellectual wealth embedded in Indic Manuscripts across different scripts, dialects, languages, regions, and traditions, while highlighting their Scientific and Contemporary Relevance. Gyan Bharatam, Ministry of Culture, is committed to the national vision of preserving and establishing a dedicated digital platform to share India's manuscript heritage across the globe, named the **National Digital Repository (NDR)**, thereby securing this timeless legacy for scholarly exploration and preservation of invaluable Manuscript Heritage.

Whereas, the **Cluster Centre / Independent Centre Manuscripts Resource & Conservation Centre, Jawaharlal Nehru Library, Kurukshetra University, Kurukshetra, Haryana** (Name and Place of the Organization) has expressed its interest and commitment to collaborate with GB, MoC as a designated Cluster Centre/ Independent Centre, it agrees to take the responsibilities and activities outlined under the five core verticals of the Gyan Bharatam (GB) namely, **Survey & Cataloguing, Conservation & Capacity Building, Technology & Digitization, Linguistics & Translation, and Research, Publication, and Outreach**, submit report in both print and electronic media for all the verticals after getting Quality Check Verification by Third Party Agency (as recommended by GB, MoC),

Now, therefore, **both parties hereby agree to the following terms and conditions for the effective execution of this partnership.**

A. Gyan Bharatam (Scope of Work)

Gyan Bharatam (GB), Ministry of Culture, shall provide the overarching framework, guidance, monitoring, and support for the execution of activities under the partnership. In addition, it shall also provide funding, necessary equipment, and budgetary allocations to the designated Centres, subject to approval of work plans, milestones, and quality verification.

1. Survey & Cataloguing

- Prepare and provide a manual/booklet for Survey & Cataloguing.
- Develop and supply standardized metadata formats, cataloguing protocols, and digital/mobile-enabled survey applications.

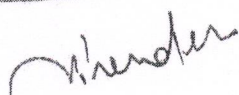
- Design and provide survey kits, including digital tools, questionnaires, and awareness materials to trained personnel.
- Establish a Manuscript Call Centre to assist surveyors and custodians with queries.
- Facilitate coordination with State/Union Territories Governments, custodial institutions, and stakeholders for access and permissions.
- Define survey timelines, budgets, and manpower requirements (institutional and individual participation).
- Promote surveys through advertisements, displays, and public awareness campaigns.

2. Conservation & Capacity Building

- Establish and upgrade regional conservation laboratories in Centres.
- Develop Standard Operating Procedures (SoPs)/Protocols for conservation of manuscripts.
- Prepare and publish a Conservation Manual/Booklet for uniform manuscript conservation practices.
- Strengthen repositories by integrating traditional and scientific conservation of manuscripts and their storage systems.
- Support and standardize procurement of conservation equipment and materials.
- Define conservation timelines, budgets, and manpower requirements, including honorarium.
- Organize capacity building programmes, regular workshops, and hands-on training in conservation with disaster management.

3. Technology & Digitization

- Establishment of digitization laboratories (CBSL).
- Develop a Framework of digitization uniform standards and digital encoding protocols.
- Gyan Bharatam will support/execute the digitization of manuscripts.
- Integration of all metadata of manuscripts, including digitized images, with the National Digital Repository (NDR).
- Integrate advanced technologies, such as AI/LLM for metadata geo-tagging, OCR/HTR in Indian scripts, and blockchain for authenticity verification.



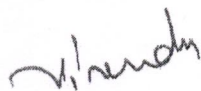
- Maintain centralized servers for secure storage, redundancy, and data recovery.
- Establishment of Hot & Cold Storage.
- Access to the digital copy of manuscripts through the Payment gateway.
- Digital Data back-up storage in LTO tape for archival purposes.
- Define digitization timelines, budgets, and manpower requirements.
- Organize regular workshops and hands-on training.

4. Linguistics & Translation

- Develop guidelines and standard formats for transliteration, critical editions, and bilingual/multilingual translations.
- Provide linguistic and scholarly expertise through panels of experts for rare scripts, languages, and dialects.
- National Database classification scheme for Indian Knowledge Systems (IKS) and further research.
- Identification of unpublished manuscripts in rare dialects.
- Special programs for rare/ambiguous local dialects, with grants and recognition.
- Define timelines, budgets, and manpower requirements.
- Organize regular workshops and hands-on training.

5. Research, Publication, and Outreach

- Establish research and publication methodology and protocols.
- Support and publish critical editions, translations, annotated editions, monographs, and thematic research series.
- Promote academic collaborations with universities, institutes and individual scholars.
- Prepare and publish catalogues of uncatalogued manuscripts.
- Promote scientific & contemporary research and aid researches.
- Publish Newsletters and Journals.
- Define timelines, budgets, and manpower requirements.
- Organize Capacity Building Programs, conferences, exhibitions, manuscript festivals, and outreach programs in India and outside.



B. Scope of Work (Cluster Centre/Independent Centre):

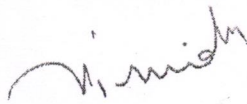
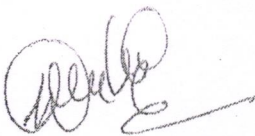
1. **Survey & Cataloguing:** The Centre shall partner to conduct systematic surveys of Manuscript collections held in Institutions, Private Repositories, and unexplored locations. It shall prepare listings and accession catalogues as per the metadata format prescribed by Gyan Bharatam and convert the records into digital formats.
2. **Conservation & Capacity Building:** The Centre shall assess the manuscript collections, Preventive, and Curative treatment of manuscripts, along with the organization of Capacity Building workshops to enhance skills in manuscript conservation and preservation.
3. **Technology & Digitization:** The Centre shall digitize the complete collection of manuscripts, ensure metadata integration, and maintain digital backups for archival submission using Gyan Bharatam - approved equipment and standardized protocols.
4. **Linguistics & Translation:** The Centre shall identify various ancient scripts, languages and rare dialects of the manuscripts and prepare editions and translations into Indian languages, along with annotated bilingual or multilingual editions.
5. **Research, Publication, and Outreach:** The Centre shall engage in academic research and publications based on manuscript content having scientific, historic, literary or aesthetic values and contemporary relevance and contributing annotated editions, critical commentaries, monographs, and other scholarly works for publication in collaboration. In addition, the Centre shall organize awareness programs, exhibitions, and outreach activities to promote public engagement with India's manuscript heritage.

All activities shall be undertaken in close coordination with Gyan Bharatam, Ministry of Culture and in accordance with the SoP and guidelines as issued from time to time.

- C. Duration:** The duration of this MoU shall be for an initial period of **five (05)** years from the date of signing 07/01/2026..(dd/mm/yyyy) for each domain and may be extended further on mutual agreement depending upon the progress and necessity of the work.

- D. Personnel and Implementation Structure:** Gyan Bharatam (GB), Ministry of Culture, shall coordinate with all the personnel required for the effective execution of activities at the Cluster Centre/ Independent Centre, including the Cluster-Partner Centre.

1. The appointed Centre Coordinator shall be responsible for overseeing and executing the work as outlined in the MoU with Gyan Bharatam, Ministry of Culture.
2. The Cluster Coordinator shall support, guide, and supervise up to twenty (20) Cluster-Partner Centres within the designated Cluster, ensuring alignment with GB's objectives, timely reporting, and smooth coordination between the Cluster Centre, its Partner Centres, and Gyan Bharatam, Ministry of Culture.



3. It is advised that the Centre will constitute a dedicated Gyan Bharatam Cell with personnel experienced in each vertical, to represent the Centre with sincerity, while also serving as a vital channel of communication to foster collaboration and ensure smooth coordination.
4. The centre cell will also be responsible for the display of the rare manuscripts, thereby, serving as a museum.

E. Reporting: The Centre shall ensure submission of periodic reports and final deliverables to Gyan Bharatam, Ministry of Culture, as per the formats and timelines prescribed.

F. Financial Provisions

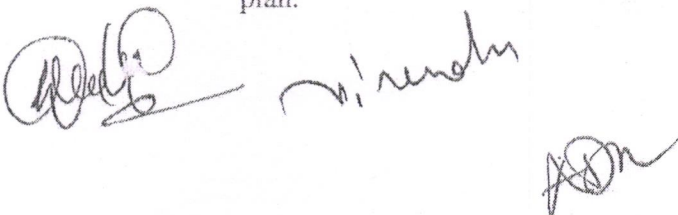
1. Gyan Bharatam, Ministry of Culture, shall release funds based on approved work plans and budgets, following quality assurance.
2. Financial Provisions for each domain are detailed in the attached Annexure and are subject to change based on performance and utilization, as prescribed in the **GB, MoC, SoPs and guidelines** for all the Five (05) core domains.
3. Payments shall be released in accordance with the dynamic data updated within the stipulated time frame, as mutually agreed upon by the Parties.
4. Apart from the sanctioned budget allocated for each vertical, if the Centre intends to undertake any research, editions, catalogues, or research publication project on the manuscripts heritage, the Gyan Bharatam shall provide additional financial support based on the submitted proposal and its projected outcomes.

Submission of Detailed Work Plan and Budget:

1. Cluster Centre/Independent Centre Coordinator should submit a comprehensive Work Plan and Budget Proposal, broken down by activities, timelines, manpower, and resource requirements for each domain.
2. Template for the work plan and budget will be provided by GB.
3. The proposal must conform to the financial norms and cost ceilings prescribed by GB, MoC and shall be subject to evaluation and approval by GB's financial and technical review committee.

Sequential Release of Funds:

1. Funds shall be released in Phased Instalments in accordance with the implementation schedule and milestones outlined in the approved work plan.

The bottom of the page contains three handwritten signatures in black ink. The first signature on the left is a cursive signature, possibly 'Rajiv'. The second signature in the middle is also cursive, possibly 'Vishnu'. The third signature on the right is a stylized signature, possibly 'ADN'.

2. The First (70%) Instalment shall be disbursed upon annual budget.

Second (30%) instalment shall be released only upon:

- a. Submission of Progress Reports with detailed physical and financial achievements,
- b. Submission of Utilization Certificates (UCs) and Expenditure Statements,
- c. Quality Verification Report and approval of work completed by the designated Third-Party Quality Assurance by GB, MoC officials.

Utilization and Transparency:

1. All funds shall be utilized strictly for the purposes outlined in the approved work plan.
2. The Cluster Centre/ Independent Centre Coordinator shall maintain separate Project Accounts, duly audited, and ensure adherence to standard public financial management procedures.
3. All vouchers, invoices with GST and supporting documents related to project expenditure must be maintained and made available for inspection.
4. Any unspent or mis-utilized funds shall be refunded or adjusted in subsequent releases, as directed by GB.

Procurement and Asset Management:

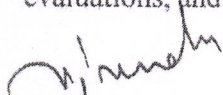
1. Any assets procured using GB, MoC funds such as digitization equipment, conservation equipment and materials, etc., shall be listed, tagged, and reported.
2. Ownership of such assets shall remain with GB, MoC, unless otherwise stated and may be recalled or transferred upon termination of the MoU.

Transparency and Public Disclosure:

Cluster Centre/ Independent Centre Coordinator is encouraged to publish reports (including Partner Centres), progress reports, activities, and outcomes (excluding confidential data) on their institutional websites to promote transparency and public engagement.

G. Review and Monitoring

1. GB shall periodically review the progress of work.
2. Monitoring shall include physical inspections, desk reviews, digital evaluations, and an audit of submitted work.



H. Confidentiality

1. Both parties agree to maintain the confidentiality of all information, data, manuscripts, and materials exchanged during the course of this partnership.
2. In cases involving culturally sensitive manuscripts (e.g., those with sacred, esoteric, or community-specific content), extra caution shall be observed. Disclosure, publication, or dissemination shall only occur after consultation with and written approval from Gyan Bharatam, Ministry of Culture, and the relevant custodial institution or community authority.
3. No part of the deliverables may be shared, reproduced, or published without the prior written approval of GB, MoC.

These may include, but are not limited to:

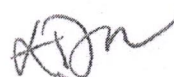
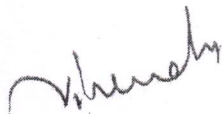
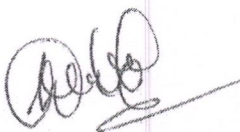
1. Manuscripts or copies thereof (physical or digital)
2. Metadata and Cataloguing Records
3. Conservation reports and condition assessments
4. Research notes, translations, and critical commentaries
5. Unpublished digitized images, transliterations, and derivative works
6. Project work plans, budget details, and review evaluations
7. Proprietary tools, software, protocols, and workflows shared or developed under the project

Any content or intellectual output (including annotated editions, translations, research monographs, or metadata compilations) produced under this MoU shall be deemed pre-publication material until:

1. It is authenticated and approved for release by GB, MoC.
2. Required consents or no-objection certificates (NOCs) are obtained from the manuscript custodians or relevant rights holders, if applicable.

Any breach of this confidentiality clause shall be treated as a material violation of this MoU and may result in:

1. Suspension or termination of the partnership
2. Withholding of funds or deliverables
3. Legal action or disciplinary proceedings as deemed appropriate by GB, Ministry of Culture



4. This confidentiality obligation shall survive the termination or expiry of the MoU and remain in effect for a period of five (5) years unless extended by mutual consent or governed by a separate non-disclosure agreement (NDA)

Dispute Resolution: In case of any dispute(s) regarding the interpretation of the terms and conditions of the MoU, if any, the decision of Gyan Bharatam, Ministry of Culture, will be final and binding.

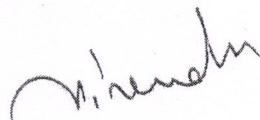
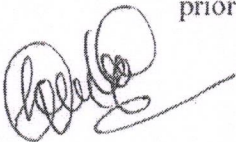
Jurisdiction: All legal matters about this MoU shall fall under the exclusive jurisdiction of courts in Delhi/New Delhi, India.

Amendments and Assignment

1. This MoU may be amended or modified only through the written mutual consent of both parties.
2. The Cluster centre/Independent centre may not assign or transfer any rights or obligations under this MoU or to any third party without prior written permission of GB, MoC.

Intellectual Property Rights (IPR)

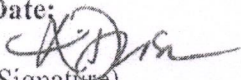
1. All Manuscripts surveyed, catalogued, digitized, translated, or researched under this MoU shall remain the intellectual and cultural property of the respective custodial institutions or individual owners, unless otherwise agreed upon in writing.
2. The Cluster Centre/Independent Centre and GB shall have the right to use, publish, disseminate, and archive the derived scholarly outputs, such as catalogues, digital files, transliterations, translations, research publications, and critical editions for academic, cultural, and non-commercial purposes, with appropriate attribution to the source institution and scholar(s) involved.
3. Scholarly works produced under this collaboration, including metadata, research monographs, translations, critical commentaries, and annotated editions, shall remain the joint intellectual output of the GB and Cluster Centre/Independent Centre, and may be published under a shared or open-access license in accordance with GB policies and applicable copyright laws.
4. Where individual manuscripts are found to have pre-existing copyright or traditional knowledge ownership protections, the Cluster Centre/Independent Centre must obtain prior informed consent from the custodians.



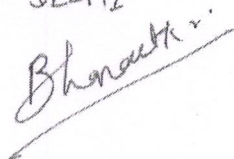
5. Any commercial usage of materials produced under this MoU, including licensing, derivative works, or revenue-generating publications, shall require separate written agreements involving GB, Cluster Centre/Independent Centre, and the manuscript-holding institution or owner.
6. All parties agree to uphold principles of ethical scholarship, transparency, and cultural sensitivity, particularly when dealing with rare, sacred, or community-owned manuscripts.

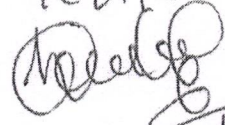
For and on behalf of
Gyan Bharatam (GB)
Ministry of Culture, Government of India

For and on behalf of
Cluster Centre
Kurukshetra University,
Kurukshetra.

Name: Prof. (Dr.) Amirbanu Dash
Designation: Project Director
Place: New Delhi
Date: 
(Signature)

Name: Dr. (Lt.) Virender Pal
Designation: Registrar
Place: Kurukshetra
Date: 07/01/2026
REGISTRAR
Kurukshetra University
KURUKSHETRA-136119
(Signature)

Witness :
Name: BHARAT KUMAR
Designation: UNDER SECRETARY
Place: NEW DELHI
Signature: 

Witness :
Name: Prof. Dalit K. Gaur
Designation: Project coordinator
Place: K.V.K.
Signature: 
07/01/2026